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ABSTRACT

This catalog was designed to provide performance objectives and performance guides associated with current occupational information relating to the job of homemaker. The performance objectives and guides were developed following a literature review and a survey of random samples of homemakers in the five participating states (Alabama, Florida, Kentucky, South Carolina, and Tennessee) to determine equipment used, tasks performed and time spent performing each task. Each performance objective contains the following elements: (1) the condition under which the worker will perform the objective; (2) the behavior to be exhibited; and (3) the standard of performance, as set by people who are successful homemakers and through recognized authoritative publications. The performance guides that accompany the objectives are procedural steps in accomplishing a task and may be reviewed to obtain enabling objectives. Performance objectives cover the following duties (which are broken down further into related tasks): administering first aid for home emergencies; caring for family pets; caring for sick, injured, and handicapped persons at home; caring for infants; caring for children, providing child guidance and development; managing interpersonal relationships and maintaining home safety. Appendixes to the catalog contain lists of tools and equipment used for clothing and textiles, human development, and management and family economics; references for standards; general references; and cross references of duties, tasks, and performance objectives. (KC)

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V-TECS

VOCATIONAL-TECHNICAL
EDUCATION CONSORTIUM
OF STATES

A CATALOG OF TASKS, PERFORMANCE OBJECTIVES,
PERFORMANCE GUIDES, TOOLS, AND EQUIPMENT

HOMEMAKER

Human Development

CE032836

MEMBERS:
Alabama
Florida
Georgia
Illinois
Indiana
Kentucky
Maryland
Michigan
Mississippi
New York
Pennsylvania
South Carolina
Tennessee
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A CATALOG OF PERFORMANCE OBJECTIVES AND

PERFORMANCE GUIDES FOR

HOMEMAKER

HUMAN DEVELOPMENT

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May 1, 1980

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INTRODUCTION

The Vocational-Technical Education Consortium of States (V-TECS) is a cooperative research and development venture among sixteen states and three associate agencies. The state membership consists of Alabama, Florida, Georgia, Illinois, Indiana, Kentucky, Maryland, Michigan, Mississippi, New York, Pennsylvania, South Carolina, Tennessee, Virginia, West Virginia, and Wisconsin. The Associate Members are the Air Training Command of the U.S. Air Force, the U.S. Army Training and Doctrine Command, and the Naval Education and Training Command of the U.S. Navy. V-TECS is a component of the Commission on Occupational Education Institutions, Southern Association of Colleges and Schools.

V-TECS has developed an effective system for eliminating duplication of efforts, reducing production costs and providing high quality research-based materials that are transportable from developer to user states.

The primary products of V-TECS are comprehensive data, computer information banks and job-relevant catalogs of performance objectives and performance guides. To insure confidence in the products, each product is developed according to established procedures as presented in the V-TECS TECHNICAL HANDBOOK.

The major components in the production cycle consisted of: (1) identification of job titles for specific areas of the occupation for which a task list is to be developed, (2) development of a task list within the domain of job titles, (3) comprehensive interviewing of job incumbents validating the task list, (4) selection of a random sampling of incumbent workers from the population of identified workers within the survey area, (5) administration of the occupational inventory to the sample of incumbent workers, (6) analysis of data collected from the sample of workers, (7) identification and training of a writing team, (8) conversion of job-relevant task statements into performance objectives and performance guides, (9) analysis of information from the field review process, and (10) preparation of the final catalog.

DEFINITION OF TERMS

CATALOG. A comprehensive collection of performance objectives, performance guides, and related data, organized by a job structure or career ladder within a domain of interest.

COMPETENCY-BASED INSTRUCTION (CBI) OR COMPETENCY BASED EDUCATION (CBE). Educational program in which students are given specific requirements for individual performances which must be met in order to advance in instruction.

CROSS-REFERENCE TABLE. A table that identifies the relationship among duties and tasks found in the occupational inventory and the performance objectives in the final catalog. Also noted are time spent indices on all tasks by D.O.T.

DICTIONARY OF OCCUPATIONAL TITLES CODE. (D.O.T. CODE). A nine digit number used to identify a specific job within a given domain.

DOMAIN. A group of related job titles.

DUTY. A major segment of work comprising related tasks.

EDUCATIONAL CONSORTIUM. A group of state agencies, institutions, or other entities which have been legally constituted through letters of commitment, agreements or by assignments of higher authorities to work together toward the solution of problems in education. A consortium for the purposes of this work must have membership from autonomous agencies and institutions which cut across state boundaries as they attempt to solve problems or meet goals.

FIELD REVIEW SURVEY. The procedure for collecting ratings on the utility and format of the performance objectives and performance guides to aid in refining and further developing the finished catalog.

JOB. A group of tasks performed by a job incumbent.

OCCUPATIONAL EDUCATION. An organized reference of learning experience consisting of vocational theory, practice, and skill for students on a regular systematic basis.

OCCUPATIONAL INVENTORY. (Task Inventory Booklet). A survey instrument containing tasks performed by job incumbents within D.O.T.'s complete with background information and a list of tasks and equipment.

OCCUPATIONAL SURVEY. The procedure for collecting data to identify the duties and tasks that comprise one or more jobs, job types, or information concerning such duties.

OFFICE OF EDUCATION CODE (O.E. CODE). A six digit number used to identify a specific domain.

PERFORMANCE GUIDE. A series of steps, arranged in sequence ordinarily followed, which, when completed, may result in the performance of a task. Also called "teaching steps."

PERFORMANCE OBJECTIVE. A statement in precise, measurable terms of a particular behavior to be exhibited by a learner under specified conditions. It possesses each of the elements or characteristics specified below:

a. Condition - The situation confronting the learner is clearly specified. This includes equipment provided or withheld, and environmental constraints such as temperature, space, etc.

b. Performance - The specific behavior expected of the learner is stated.

c. Standard - The degree of acceptable performance is specified. This may be quantitative, qualitative, or both.

STANINE VALUES. The stanine is a rating scale of 1-9 which provides for a distribution of items across a numeral range assigned to the items. Stanine values are computed using the following calculations:

STANINE VALUE	PERCENTAGE
9	4 Top
8	7
7	12
6	17
5	20 Middle
4	17
3	12
2	7
1	4 Bottom
Range 1-9	100% Total

STATE-OF-THE-ART (S.O.A.) Research conducted to determine the current status of performance-based instructional materials and practices in the domain area under study and to obtain other information that might be useful in catalog development.

TASK. A unit of work activity or operation that constitutes a logical and necessary step in the performance of a duty.

TASK ANALYSIS. A process of reviewing actual job content and context in business and industry for application to the development of performance objectives and quality control within a program of vocational-technical education.

TASK LIST. A listing of tasks performed by incumbent workers with a domain of interest. An example is a listing of all tasks performed by an automotive mechanic or by a worker in ornamental horticulture.

TASK TIME SPENT INDEX. An index of relative time-spent on each task within a domain of interest and appearing on a task list. The task time spent index is computed from scientifically selected samples of incumbent workers who respond to task listings.

WRITING TEAM. A team of people representing instructors with subject matter expertise, local or state supervisors in the domain being developed, workers, and supervisors of incumbent workers whose function is to analyze occupational data and develop performance objectives for specific D.O.T. areas.

PURPOSE OF THE CATALOG

This catalog was designed to provide performance objectives and performance guides associated with current occupational information relating to the job content of Homemaker.

Listed below are several of the intended uses of the catalog:

1. Objectives may be incorporated into existing programs.
2. Performance objectives may be used to test effectiveness of instruction in terms of measurable student achievement.
3. Performance objectives may be used to determine entering student competencies, thus allowing for advanced placement, individualization of instruction, etc.
4. Measurement outcomes may be used to accept, improve, or reject an instruction procedure or system.
5. Performance guides may be used as a blueprint for designing curriculum which will support selected performance objectives.
6. Performance guides may be used as teaching points for instructors who choose to develop supporting instructional objectives which are interim rather than terminal in nature.

DEVELOPMENT OF THE CATALOG

Overview

This catalog is the result of a joint project of five states (Alabama, Florida, Kentucky, South Carolina, and Tennessee) within the Vocational-Technical Education Consortium of States (V-TECS). The Office of Education (OE) code and title classification for the project is 09.01, Homemaking: Preparation for Personal, Home, and Family Living. OE Code 09.01 contains no Dictionary of Occupational Titles (DOT) codes or titles since the 09.01 instructional program is not specifically directed toward preparation for gainful employment. The Homemaker Project, however, identified five areas for emphasis: Clothing and Textiles, Foods, Housing and Furnishings, Human Development, and Management and Family Economics.

Preliminary Research

The study began with an extensive survey of literature. This survey was conducted in order to define the occupation of homemaker more clearly, to identify literature which might be useful in further catalog development. Through the literature search the preliminary occupational inventory was developed. This inventory was further refined in the final form through the suggestions and revisions of homemakers and homemaking instructors.

The final Occupational Inventory for Homemaker was administered to random samples of homemakers in the five participating states to determine equipment used, tasks performed and the time spent performing each task.

Description of the Sample

The role of homemaker was identified as any individual 18 years of age or older, with responsibility for performing necessary functions in any home relative to the provision of food, shelter, clothing and supportive environment. The sampling procedure for the administration of the Occupational Inventories was designed in consultation with the Educational Testing Service, Princeton, New Jersey.

1. County Selection. The number of counties selected was based upon the size of the sample. Each county in each cooperating state was assigned a random number for each 1,000 residents (or fraction of 1,000 thereof). Random selections were made, state by state, until a required number of counties had been identified.

2. Voting District Selection. Within a selected county, voting districts were identified and assigned a random number. Two voting districts in each selected county were randomly selected with the exception of Florida, where, due to the large population, four voting districts were selected.

3. Household Selection. Upon receipt of the selected voting districts in each county, personnel within the state assigned a number to each household in the voting district. From this listing, two households were randomly selected to be the survey sites.

Due to the length of the inventory and its complexity, it was divided into two parts. Inventory A included tasks associated with two functional areas, Foods and Housing and Furnishing. The remaining three functional areas, Clothing and Textiles, Human Development, and Management and Family Economics, were included in Inventory B.

Each state's sample was divided into two equal groups to coincide with the two inventories. All inventories were administered on a face-to-face basis by personnel selected and trained by the respective state's Technical Coordinator. The sample size was 404 and was distributed as follows:

	Inventory A	Inventory B	Total
Alabama	34	34	68
Florida	72	72	144
Kentucky	32	32	64
South Carolina	24	24	48
Tennessee	40	40	80

Analysis of Data

The Occupational Inventory survey provided data for seven reports provided by computer programs developed by V-TECS. By title these reports are: (1) Time Spent Index by Project, (2) Standard Deviations of Values, (3) Duties and Task Listing, (4) Cumulative Time Spent, (5) Percentage of Members Performing, (6) Equipment and Tool Listing, and (7) Equipment and Tool by Percentage Rating. Data from these reports provided the information which the writing team utilized in selecting tasks to be converted into performance objectives with supporting performance guides. A complete listing of all tasks identified in the survey for this function is listed in Appendix D. Procedures established by V-TECS for selection of tasks used in this catalog were identified as follows:

(1) Tasks falling above the 89.99 percent level by cumulative sum of average percent time spent by all members were

retained; the exception being tasks that were considered as part of another selected task or were too simple to merit an objective and performance guide.

(2) Tasks falling below the 89.99 percent level by cumulative sum of average time spent by all members were eliminated; the exception being those tasks deemed essential by the writing team.

The Writing Team

The writing team consisted of six persons and the Project Director. The members were selected for meeting one or more of the following criteria: (1) content expertise, work experience, and (2) technical writing skill.

The training of the writing team was conducted by the Project Director with the aid of the State Technical Coordinator. The draft Catalog of Performance Objectives was reviewed by the Technical Coordinator and then edited for technical quality by the V-TECS central staff.

The Field Review

Field review procedures were established to further insure the quality of V-TECS catalogs. Specifically, the Field Review participants reviewed all sections of catalog editing for format and technical content. The participants also evaluated each task, performance objective, and performance guide in the catalog. Their comments on

standards, conditions, behaviors, or procedures are necessary to successfully perform the tasks. These comments were taken under advisement by the writing team in compiling the final catalog.

The Field Review procedures for the Homemaker Project varied slightly from the usual Field Review. Generally, the Field Review is conducted within the state developing the catalog, but it was decided to review the Homemaker catalogs throughout the Consortium membership. Each state wishing to participate in the Field Review process selected at least two individuals from their Homemaking Program supervisors and instructors. States participating in the Field Review included Georgia, Illinois, Indiana, Kentucky, Maryland, Michigan, New York, Pennsylvania, Virginia, West Virginia, and Wisconsin.

ELEMENTS OF THE CATALOG

The catalog is comprised of performance objectives and performance guides which were prepared from tasks from an occupational inventory.

Each performance objective contains the following elements:

(1) The condition under which the worker will perform the objective, (2) the behavior to be exhibited, and (3) the standard of performance as set by people who are successful incumbent workers based on sources outlined below:

(a) The primary source of performance standards is job-based information provided in technical manuals, certification requirement or other germane literature.

(b) The second source of performance standards is the level of performance agreed upon by incumbent workers and supervisors who served on the writing team or as consultants to the team.

(c) The third source of performance standards is the subject matter specialists, used only as a resource when the first two sources are unavailable.

The source of the standard is identified in parentheses after each performance objective, i.e., (4) or (2, 76-77). The first number in the parentheses refers to a source identified in the Source of Standard (see Appendix B) and the second number, if there is one, refers to the page number and the symbol @ denotes supplemental materials. A source of standard in no way implies that this is the only source of an appropriate standard and certainly should not be construed as a blanket endorsement of the organization or publication from

which the standard was secured. There may be other valid sources in addition to the one(s) cited.

The performance guides which accompany the objectives are procedural steps in accomplishing a task and may be reviewed to obtain enabling objectives. Other approaches to performing may be acceptable and alternation of the performance guides may be necessary because of equipment, geographic location or varying conditions.

PERFORMANCE OBJECTIVES

AND

PERFORMANCE GUIDES

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Blisters

1. PERFORMANCE OBJECTIVE

Given a family member who has a blister, mild soap, water, sterilized needle, mild antiseptic, and sterile bandage, clean blister(s) and apply antiseptic and bandage. The antiseptic must cover affected area and bandage must not interfere with circulation. (1/4, 58)

PERFORMANCE GUIDE

1. Wash hands.
2. When blister is unbroken:
   a. Wash surrounding area and blister with mild soap and tap water.
   b. Apply mild antiseptic and sterile bandage.
3. When it appears blister will be broken due to pressure or other reasons:
   a. Wash surrounding area and blister with mild soap and tap water.
   b. Make small puncture hole at base of blister using sterilized needle; relieve fluid.
   c. Apply mild antiseptic and sterile bandage.
4. If blister has already broken, treat as in 3a and 3c. CAUTION: Watch for signs of infection.

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Bruises

2. PERFORMANCE OBJECTIVE

Given a family member who has a bruise, cold water, basin and cloth, treat affected area using cold compresses. The cold compress must cover affected area and must not soak family member or bedding. (1/3, 60)

PERFORMANCE GUIDE

1. Place cold water and cloth in basin.
2. Position individual for treatment.
3. Place protective material under area to be treated.
4. Place compress in water; wring out well to prevent dripping.
5. Apply compress to affected area, changing compress frequently. CAUTION: Check area frequently for additional swelling. Seek medical help if further treatment is necessary.
6. Dry affected area after treatment.

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Burns

3. PERFORMANCE OBJECTIVE

Given a family member with superficial burns, basin, cold water, cloth, and dressing, apply cold compresses or immerse in water. Entire area must be covered with cold compress or cool water until discomfort is relieved. (1/6, 135-140)

PERFORMANCE GUIDE

1. Determine degree of burn. CAUTION: See physician for second or third degree burns.
2. Apply cold compress to affected area or submerge burned area in cool water. CAUTION: Do not apply ointment.
3. Apply dry dressing.

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Choking Using Fingers

4. PERFORMANCE OBJECTIVE

Given a family member with an airway obstruction caused by choking, administer first aid until a clear airway is maintained. (1/5, 31-32)

PERFORMANCE GUIDE

1. Scoop out anything in patient's throat at base of tongue.
2. If patient vomits, turn head to one side.
3. Remove all foreign objects.
4. Determine whether breathing appears normal.
5. Seek medical assistance if necessary.

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Choking Using Upward Thrust for Infants

5. PERFORMANCE OBJECTIVE

Given an infant with an airway obstruction caused by choking, administer first aid until a clear airway is maintained. (1/5, 31-32)

PERFORMANCE GUIDE

1. Place infant over forearm or hold upside down.
2. Deliver upward thrust between shoulder blades.
3. Assure airway is clear. Repeat procedure if not clear.
4. Seek medical assistance if necessary.

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Choking Using Upward Thrust for Adult

6. PERFORMANCE OBJECTIVE

Given an adult with an airway obstruction caused by choking, administer first aid until a clear airway is maintained. (1/5, 31-32)

PERFORMANCE GUIDE

1. Place adult over support.
2. Deliver sharp, upward thrust between shoulder blades.
3. Assure airway is clear. Repeat procedure if not clear.
4. Seek medical assistance if necessary.

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Electrical Shock

7. PERFORMANCE OBJECTIVE

Given a case situation of an individual who is electrically shocked, a blanket, broom handle, and clean cloth, administer first aid. The person must be removed from electrical contact, without harming the rescuer, and normal body temperature must be maintained. (1/4, 62-63)

PERFORMANCE GUIDE

1. Turn off electrical power. CAUTION: Do NOT touch the person until electrical contact has been broken.
2. Free person from electrical contact.
3. Check person's breathing to see if regular. If person has stopped breathing, give mouth-to-mouth resuscitation until person breathes for self.
4. Keep person lying down.
5. Loosen clothes around neck.
6. Cover burned areas with clean cloth.
7. Cover person just enough to keep from losing body heat.
8. Get medical help as soon as possible.

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Foreign Bodies in the Eye

8. PERFORMANCE OBJECTIVE

Given a family member with foreign bodies in the eye, flash light, cotton swab, applicator stick, water, and clean handkerchief, remove foreign body from an eye. Foreign body must be dislodged and removed without damage to the eye. (1/5, 73)

PERFORMANCE GUIDE

1. Wash hands.
2. Remove object from inner surface with handkerchief.
   or
   Remove lodged object with tears.
   or
   Remove lodged object using cotton swab applicator stick.

   CAUTION: If removal of foreign bodies would endanger eyes, cover both eyes and transport person to physician.

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Insect Bites and Stings

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9. PERFORMANCE OBJECTIVE

Given a family member with a minor insect bite or sting, tweezers, a basin, cold water, cloth, rubbing alcohol, and calamine lotion, apply cold compresses and/or alcohol or calamine lotion. Swelling must be minimal and itching relieved. (1/6, 1112)

PERFORMANCE GUIDE

1. Remove stinger with tweezers.
2. Relieve pain and swelling by applying cold compresses.
3. Relieve itching by applying rubbing alcohol, or calamine lotion. CAUTION: Seek medical help immediately if person has shortness of breath, lethargy, shock, abnormal swelling and pain.

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Nosebleed

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10. PERFORMANCE OBJECTIVE

Given a family member with nosebleed, cold compresses, and clean gauze pads, administer first aid. Nosebleed must be stopped without damage to the nose. (1/6, 53-54)

PERFORMANCE GUIDE

1. Keep person quiet.
2. Place person in sitting position, with head held back.
3. Apply pressure directly at site of bleeding by pressing bleeding nostril toward the midline.
4. Apply cold wet cloth to person's nose and face. If bleeding cannot be controlled, insert small, clean gauze pad into one or both nostrils and apply pressure externally with thumb and index finger. CAUTION: One end of the pad must extend outside the nostril so that pad can be removed later. Do NOT use cotton.
5. If bleeding continues, obtain medical assistance. CAUTION: Do not use first aid measures for nasal bone fractures. See a physician at once.

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Puncture Wounds

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11. PERFORMANCE OBJECTIVE

Given a family member with a puncture wound, mild soap, water, sterile dressings, and antiseptic, cleanse and apply dressing and bandage to puncture wound. The bandage must be tight enough to control bleeding and prevent dressing slippage. Skin should remain warm and be of normal tone. (1/15, 56)

PERFORMANCE GUIDE

1. Clean wound with mild soap and water.
2. Rinse wound.
3. Apply antiseptic.
4. Apply sterile dressing(s) over wound.
5. Apply bandage over dressing(s).
6. Secure bandage.
7. Inspect for circulation constriction. Treat accordingly.
8. Inspect for renewed bleeding. Treat accordingly.

CAUTION: Person may be in need of tetanus immunization or tetanus toxoid booster to prevent tetanus infection (lockjaw). Seek medical aid immediately.

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Scratches and Cuts

12. PERFORMANCE OBJECTIVE

Given a person with scratches/cuts, mild soap, water, sterile gauze pad or clean cloth, sterile mild antiseptic, and sterile bandage, clean scratch(es) and/or cut(s) and apply antiseptic and bandage. Bandage must be tight enough to control bleeding and prevent dressing slippage. Skin should remain warm and be of normal tone. (1/5, 56)

PERFORMANCE GUIDE

1. Wash hands with mild soap and water.
2. Clean scratch/cut with antiseptic.
3. Inspect for and remove any foreign object(s).
4. Blot dry with gauze pad.
5. Apply sterile mild antiseptic over wound.
6. Apply sterile bandage over antiseptic. CAUTION: Do NOT apply bandage too tightly or too loose. Inspect for circulation constriction and inspect for renewed bleeding or foreign materials.

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Sprains

13. PERFORMANCE OBJECTIVE

Given an individual with a sprain, basin, cold water and cloth, apply cold compress to affected area. The cold compresses must cover the affected area and not soak clothing or bedding. (1/6, 192-193)

PERFORMANCE GUIDE

1. Elevate injured part.
2. Apply cold compresses or ice packs. CAUTION: Do NOT pack in ice or immerse in ice water.
3. If swelling and pain persist for 24 hours, get medical care.

Duty: ADMINISTERING FIRST AID FOR HOME EMERGENCIES

Task: Administer First Aid for Sunburn

14. PERFORMANCE OBJECTIVE

Given a family member who has a sunburn, basin, cold water, and cloth, treat affected area using cold water applications. The cold application must cover the affected area and relieve pain. (1/6, 139)

PERFORMANCE GUIDE

1. Position person in appropriate position for treatment. CAUTION: Person with extreme sunburn should be seen by a physician.
2. Place cold water in basin.
3. Place cloth in water; wring out tightly.
4. Apply to affected area.
5. Change the cloth frequently.
6. Check area frequently.
7. Continue treatment until pain is relieved.
8. Blot dry after treatment.
9. Make person as comfortable as possible.

Duty: CARING FOR FAMILY PETS

Task: Administer Medication

15. PERFORMANCE OBJECTIVE

Given an animal, veterinarian's instructions, medication, a restraint, and pet food, administer medication. The medication must be positively identified and administered according to label directions. The pet must be observed until the medication is swallowed. (1)

PERFORMANCE GUIDE

1. Assemble necessary equipment and supplies.
2. Secure someone familiar with pets as a standby.
3. Provide proper restraint.
4. Select proper medication and check label to determine the amount and frequency of dosage. NOTE: If a question arises, call the veterinarian.
5. Measure dosage.
6. Close medication container and return to storage.
7. Administer medication by one of the following methods:
   a. Open animal's mouth and insert at back of tongue and rub throat until animal swallows medication.
   b. Cover or roll medication in food acceptable to pet and allow pet to eat.
   c. Dissolve medication in pet's liquids.
8. Observe animal until medication is swallowed.

Duty: CARING FOR FAMILY PETS

Task: Bathe Pet

16. PERFORMANCE OBJECTIVE

Given a family member, an animal, container, lukewarm water, pet soap/shampoo, and towel, bathe the animal. Upon completion of the bath, the animal's coat must be free of odor, foreign matter and soap. (1)

PERFORMANCE GUIDE

1. Assemble equipment and supplies.
2. Secure stand-by help.
3. Put water in container.
4. Escort animal to washing area.
5. Remove collar, tags, etc.
6. Place animal in container.
7. Wet animal thoroughly.
8. Apply soap/shampoo and massage. CAUTION: Avoid getting soap in animal's eyes and ears.
9. Rinse.
10. Dry.
11. Replace collar, tags, etc.
12. Clean and store equipment.

Duty: CARING FOR FAMILY PETS

Task: Groom Pets

17. PERFORMANCE OBJECTIVE

Provided a family member, cat/dog, comb, brush, table, restraint, and scissors, groom pet. Animal's coat must be shiny, free of loose hairs, mats, foreign matter, fleas and ticks. (1)

PERFORMANCE GUIDE

1. Assemble necessary equipment and supplies.
2. Provide proper restraint.
3. Place animal on table.
4. Comb and brush coat.
5. Cut out hair mats.
6. Inspect coat and skin for ticks and fleas.
7. Apply commercial flea and tick powder or flea collar for specific pet according to manufacturer's specifications. NOTE: If problem persists, seek medical attention.
8. Remove any ticks and/or fleas.

Duty: CARING FOR FAMILY PETS

Task: Housebreak Pet

18. PERFORMANCE OBJECTIVE

Given an untrained cat or dog, collar, leash, receptacle, and newspaper/commercial litter, housebreak animal. There must be no evidence of animal waste after training. (1)

PERFORMANCE GUIDE

Outdoor Training

1. Identify signs of animal needing to eliminate.
2. Place leash on collar.
3. Take animal outside to designated area immediately.
4. Repeat routine until acceptable behavior is reached by animal.

Indoor Training

1. Prepare area with receptacle/newspaper.
2. Show animal location of receptacle/newspaper.
3. Allow animal to select area for elimination.
4. Praise animal when performing in right place.
5. Clean receptacle/change newspaper daily.
6. Repeat routine until acceptable behavior is reached by animal.

Duty: CARING FOR FAMILY PETS

Task: Select Pet

19. PERFORMANCE OBJECTIVE

Provided a case situation and necessary reference materials, select a pet for the family. The pet must meet identified needs and family budget. (1)

PERFORMANCE GUIDE

1. Determine factors to be considered:
   a. Age and interests of family members.
   b. Amount of money to be spent on purchase and maintenance.
   c. Where the animal will be kept.
   d. Whether or not registered breed is desired.
   e. Who will be responsible for care of animal.
2. Determine type, sex, age and breed of animal meeting family requirements.
3. Locate type of pet selected.

Duty: CARING FOR FAMILY PETS

Task: Select Pet Food

20. PERFORMANCE OBJECTIVE

Provided a case situation, necessary reference materials and an assortment of pet food labels and prices, select pet food. The food selected must meet pet's nutritional needs and tastes for the family's specified budget and time period. (1)

PERFORMANCE GUIDE

1. Determine nutritional requirements for specific animal.
2. Determine amount of money available for specific time period.
3. Identify pet food(s) meeting nutritional requirements.
4. Determine amount and cost required for the food.
5. Meet nutritional and budgetary requirements.
6. Select and purchase food.

Duty: CARING FOR FAMILY PETS

Task: Train Dog to Obey Simple Commands

21. PERFORMANCE OBJECTIVE

Provided a young dog, obedience training guide, collar, and leash, train dog to obey simple commands. Dog must obey upon command of trainer. (1)

PERFORMANCE GUIDE

1. Assemble training supplies and equipment.
2. Use stern and commanding voice.
3. Use one-word commands.
4. Be consistent in word and tone used for given command.
5. Assist dog in performing command until he/she understands meaning of command.
6. Praise and reward when dog performs correctly.
7. Practice until dog obeys.

Duty: CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

Task: Adjust Patient to Prevent Bed Sores and Poor Circulation

22. PERFORMANCE OBJECTIVE

Given a bedridden family member, take the necessary steps to prevent bed sores. Natural skin tone must be maintained and no new bed sores are evident. (1)

PERFORMANCE GUIDE

1. Explain procedure to family member.
2. Place sheepskin/foam mattress under patient.
3. Change family member's position frequently.

Duty: CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

Task: Administer Medications

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23. PERFORMANCE OBJECTIVE

Provided a family member with simulated illness, simulated medication, teaspoon, a glass of water, and cleansing tissue, administer medication. The medications must be administered accordingly to label directions. (1)

PERFORMANCE GUIDE

1. Wash hands.
2. Assemble supplies.
3. Select proper medication and check label to determine the amount and frequency of dosage. NOTE: If a question arises, call a competent medical authority.
4. Measure dosage as directed.
5. Administer medication as directed.
6. Close medication container and return to storage.
7. Give water to drink with medication if indicated.
8. Observe patient until medication is swallowed.

Duty: CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

Task: Administer Steam Inhalation in Open Room

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24. PERFORMANCE OBJECTIVE

Provided a family member, vaporizer, water, medication, table, and electrical outlet, administer steam inhalation. The vaporizer must be prepared according to label instructions and the vapor stream directed above family member. (1)

PERFORMANCE GUIDE

1. Assemble equipment and supplies.
2. Place vaporizer on table.
3. Fill vaporizer to prescribed level with water and medication.
4. Connect vaporizer to electrical outlet.
5. Direct vapor stream above family member. NOTE: Use extreme caution to prevent burning.
6. Provide for family member's comfort and safety.
7. Check on family member while vaporizer is in use.

Duty: CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

Task: Administer Steam Inhalation Using Tent

25. PERFORMANCE OBJECTIVE

Provided a family member, vaporizer, water, medication, umbrella, blanket, foot stool, towel, tissues, electrical outlet, and physician's orders, administer steam inhalation. The vaporizer must be prepared according to label instructions. Family member will be exposed only prescribed length of time. Procedures must be performed under adult supervision. (1)

PERFORMANCE GUIDE

1. Assemble equipment and supplies.
2. Cover family member's hair with towel.
3. Place opened umbrella over family member's head with umbrella resting on head of bed.
4. Drape blanket over umbrella.
5. Fill vaporizer to prescribed level with water and medication.
6. Place vaporizer on foot stool along side bed.
7. Connect vaporizer to electrical outlet.
8. Direct vapor under tent. CAUTION: Use extreme caution to prevent burning.
9 Allow exposure of family member to steam only length of time prescribed by family physician. CAUTION: Procedure must be performed under adult supervision.

Duty: CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

Task: Apply Spiral Bandage

26. PERFORMANCE OBJECTIVE

Provided a family member, sterile dressing, tweezers, alcohol, scissors, and roller bandage, apply bandage to the arm or leg. The bandage must not allow fluid seepage through material and must not work loose from normal muscular movement. Skin should remain warm and be of normal tone. (1)

PERFORMANCE GUIDE

1. Assemble equipment and supplies.
2. Wash hands.
3. Check for foreign material, infection, or bleeding.
4. Cleanse area.
5. Apply sterile dressing.
6. Apply bandage starting at outside lower portion of wound.
7. Overlap succeeding turns.
8. Secure ends.

Duty: CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

Task: Apply Triangular Bandage

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27. PERFORMANCE OBJECTIVE

Provided a family member with simulated head injury, sterile dressing, tweezers, alcohol, scissors, and triangular bandage, apply bandage to the forehead. The bandage must not allow fluid seepage through material and must not work loose from normal muscular movements. Skin should remain warm and be of normal tone. (1)

PERFORMANCE GUIDE

1. Wash hands.
2. Assemble equipment and supplies.
3. Cleanse wound.
4. Fold hem along base.
5. Put dressing in place.
6. Place bandage on head.
7. Carry the two ends around the head.
8. Draw ends snug.
9. Carry ends around head and tie in center of forehead.
10. Tuck in point.

Duty: CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

Task: Arrange Family Member's Visit to Doctor's Office

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28. PERFORMANCE OBJECTIVE

Given a family member, arrange family member's visit to the doctor's office. All applicable items must be rated "acceptable" on checklist. (1)

PERFORMANCE GUIDE

1. Schedule time and place of office visit.
2. Determine type of clothing suitable and assistance needed.
3. Determine personal hygiene and grooming needs and assistance required in meeting needs.
4. Collect prescribed medications for doctor's information and evaluation.
5. Determine type of transportation required for the situation.
6. Determine procedures that need to be carried out in getting patient in and out of:
   a. residence.
   b. vehicle.
   c. doctor's office.
7. Determine need to accompany family member for office visit/or doctor's discussion.
8. Prepare necessary forms and carry necessary information (i.e. prescription numbers, insurance numbers, etc.).
9. Arrange payment.

INSTRUCTOR'S CHECKLIST

P.O. #28

Arrange Family Member's Visit to Doctor's Office

Activity	Rating	
	Acceptable	Not Acceptable
1. Scheduled office visit		
2. Selected appropriate clothing and assisted individual in dressing as needed		
3. Assisted with personal hygiene and grooming as needed		
4. Collected prescribed medications		
5. Arranged for transportation as needed		
6. Was kind, attentive and patient		
7. Assisted with forms		
8. Arranged payment		

Duty: CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

Task: Assist in Administering Food and Fluids

29. PERFORMANCE OBJECTIVE

Provided a family member who is ill, basin, soap, wash cloth, and food tray, assist in administering food and fluids. The food and fluids must be administered slowly enough to be ingested, in bite-size portions, with minimum spillage. (1)

PERFORMANCE GUIDE

1. Wash hands.
2. Provide materials for family member to wash face and hands.
3. Position family member comfortably.
4. Present tray to family member and adjust.
5. Assist with cutting items, buttering bread, opening packets, and pouring beverages.
6. Remove tray when individual has completed meal.
7. Provide materials for personal care (i.e., tooth brush, denture cream, etc.)
8. Assist member to clean up face and clothing if necessary.
9. Reposition family member.

Duty: CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

Task: Assist in Dressing and Undressing

30. PERFORMANCE OBJECTIVE

Given a helpless or weak family member and appropriate clothing, assist in dressing and undressing. Privacy must be provided and the procedure performed without injury. (1/3, 27)

PERFORMANCE GUIDE

1. Provide privacy.
2. Wash hands.
3. Gather appropriate clothing.
4. Position individual properly.
5. Assist with removal of clothing.
6. Put on fresh clothing.
7. Make individual comfortable.
   NOTE: Encourage family member to do as much for themselves as possible.

Duty: CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

Task: Assist with Getting In and Out of Bed

31. PERFORMANCE OBJECTIVE

Given a family member, provide assistance to the person to get out of, and return to, the bed. The family member's body must be supported throughout the procedure with a minimum of discomfort. (1)

PERFORMANCE GUIDE

1. Help family member get out of bed.
   a. Explain procedure.
   b. Move family member to near side of the bed.
   c. Assist family member to sitting position.
   d. Swing legs off bed by pivoting his/her body. Put slippers and robe on.
   e. Provide support for family member.
2. Assist family member to return to bed.
   a. Move family member to side of bed.
   b. Assist family member in sitting on side of bed.
   c. Remove slippers and robe.
   d. Lift family member's legs and return him/her to sitting position in bed.
   e. Position family member.
3. Straighten clothing and bedding.

Duty: CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

Task: Make Occupied Bed

---

32. PERFORMANCE OBJECTIVE

Given family member, clean sheets, pillow, pillow case, blanket, and bedspread, make an occupied bed. The family member must be moved with minimum discomfort, bottom linens must be tight, and top coverings nonconstricting. (1/3, 22)

PERFORMANCE GUIDE

1. Collect necessary supplies and stack linen in order of use.
2. Remove spread/blanket, leaving top sheet over family member.
3. Move individual to the far side of bed.
4. Loosen bottom linens and fold under individual's back.
5. Place clean bottom sheet on bed and tuck side under. Miter corners.
6. Move family member to clean side of bed.
7. Roll person over folded sheets.
8. Move to the other side of the bed and pull soiled bottom linens through with clean foundation linen.
9. Reposition family member.
10. Place top linens over family member, pulling soiled top sheet out underneath clean top linens.
11. Miter bottom corners to make toe pleat.
12. Change pillow case.
13. Position pillow.
14. Place blanket/spread over top sheet.
15. Tuck blanket/sheet loosely at foot of bed.
16. Remove soiled linens.

Duty: CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

Task: Take Temperature by Mouth

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33. PERFORMANCE OBJECTIVE

Given family member, oral thermometer, tissue, alcohol, and watch with second hand, take temperature of family member by mouth. The following must be met: (1) thermometer must remain in place for at least three minutes; and (2) temperature must be read to the nearest 2/10 of a degree F or 1/10 or a degree C. (1/3, 90-91)

PERFORMANCE GUIDE

1. Wash hands.
2. Explain procedure to family member.
3. Have family member lie quietly in bed or sit in chair.
4. Prepare thermometer for use with alcohol.
5. Insert mercury tip or oral thermometer under family member's tongue.
6. Have individual close lips tightly. CAUTION: Do not permit person to bite thermometer.
7. Leave thermometer in place for prescribed length of time.
8. Remove thermometer and wipe to remove saliva.
9. Read thermometer and record thmperature.
10. Shake thermometer down to 95° F (35° C). Clean thermometer and replace in holder.
11. Wash hands.
12. Call physician if temperature reading is high.

Duty: CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME

Task: Take temperature by Rectum

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34. PERFORMANCE OBJECTIVE

Given a rectal thermometer, lubricant, alcohol, cleansing tissue, watch with a second hand, and a family member, take rectal temperature. The following must be met: (1) the thermometer must remain in place for a minimum of three minutes; and (2) the temperature must read to the nearest 2/10 of a degree F or 1/10 of a degree C. (1/3, 90-91)

PERFORMANCE GUIDE

1. Wash hands.
2. Select a thermometer for rectal use.
3. Explain procedure to family member.
4. Provide for privacy.
5. Position family member.
6. Uncover buttocks to expose anal area only.
7. Prepare thermometer and rectal area.
8. Insert thermometer into rectum.
9. Hold thermometer in place for a minimum of three minutes.
10. Wipe thermometer. Clean rectal area; reposition family member.
11. Read thermometer and record temperature, indicating method used.
12. Clean and store thermometer.

CAUTION: Never leave family member unattended while thermometer is in place.

Duty: CARING FOR INFANTS

Task: Tub bathe infant

35. PERFORMANCE OBJECTIVE

Provided an infant requiring tub bathing, bath tray or container, wash cloth and towels, water and mild soap, gauze squares or cotton balls, and infant's clean clothes, tub bathe the infant. Performance will be evaluated by an instructor's checklist and each step must be rated acceptable.

PERFORMANCE GUIDE

1. Prepare bathing room and area.
   a. Check room temperature.
   b. Close doors and/or windows to prevent draft.
2. Assemble articles for bathing.
3. Prepare and test bath water.
4. Place infant on toweled surface.
5. Wash, rinse and dry face, eyes, ears and nostrils.
6. Wash, rinse and dry scalp.
7. Undress infant.
8. Place infant in bath tray.
9. Wash and rinse neck, arms, chest and abdomen.
10. Wash and rinse back.
11. Wash and rinse buttocks and genitalia.
12. Wash and rinse legs and feet.
13. Lift infant from bath tray and place on toweled surface.
14. Dry infant.

NOTE: Hold infant securely at all times, supporting neck. Talk to infant while bathing.

INSTRUCTOR'S CHECKLIST

P.O. #35

Tub bathe infant

Activity	Rating	
	Acceptable	Not Acceptable
1. Room temperature and conditions were suitable for bathing infant.		
2. Needed articles were assembled.		
3. Water temperature and depth were suitable for bathing infant.		
4. All body surfaces were washed, rinsed, and patted dry.		
5. Outer ears were wiped clean of excess dirt and wax.		
6. Dried mucus around the nose and eyes was removed with gauze or cotton balls.		
7. Genital and anal areas were cleansed of fecal or urine residue.		
8. Infant was lowered and lifted from bath tray without frightening or causing discomfort.		
9. Infant was held securely at all times.		
10. Talked to infant while bathing.		

Duty: CARING FOR INFANTS

Task: Bottle feed infant

36. PERFORMANCE OBJECTIVE

Provided a hungry infant, a bottle of prescribed formula, wash cloth and burping pad or cloth, feed the infant. Performance will be evaluated by an instructor's checklist and all applicable items must be accomplished in an acceptable manner.

PERFORMANCE GUIDE

1. Identify prescribed formula.
2. If formula is to be served warm, warm formula and test temperature.
3. Check condition of nipple.
4. Pick up and hold infant while feeding.
5. Insert nipple into infant's mouth.
6. Hold bottle allowing infant to feed.
7. Remove bottle from infant's mouth during a natural break in sucking.
8. Burp infant using one of the following or similar positions.
   a. Semi-sitting
   b. Over a shoulder
   c. Lying over lap
   d. Sitting
9. Continue to alternate feeding and burping until formula is consumed or infant refuses bottle.
   NOTE: Talk to infant while feeding.

INSTRUCTOR'S CHECKLIST

P.O. #36

Bottle Feed Infant

Activity	Rating	
	Acceptable	Not Acceptable
1. Properly identified formula.		
2. Tested temperature of formula.		
3. Check condition of nipple before and during feeding.		
4. Held infant securely in a semi-reclining angle.		
5. Held bottle at proper angle.		
6. Burped infant.		
7. Supported infant's head, neck and back while burping.		
8. Talked to infant while feeding.		

Duty: CARING FOR INFANTS

Task: Breast feed infant

37. PERFORMANCE OBJECTIVE

Given a nursing infant requiring breast feeding, a lactating mother, and a burping pad, breast feed an infant. The nursing mother must prepare her nipples for nursing, hold the infant in a semi-reclining position at her breast, and nurse the infant on either or both breasts alternately until infant refuses milk or begins to play.

PERFORMANCE GUIDE

1. Prepare nipples for nursing by cleansing and massaging.
2. Select comfortable relaxed position and environment.
3. Cradle infant in arms and hold in a semi-reclining position.
4. Place infant's face at breast and guide nipple into infant's mouth.
   NOTE: Insure infant's breathing is not blocked.
5. Nurse infant.
6. Burp infant.
7. Place infant in other arm and allow to nurse on other breast if infant is still hungry when milk from one breast is gone.
8. Continue nursing until infant refuses milk or begins to play.
9. Burp infant.
   NOTE: Talk to infant while feeding.

Duty: CARING FOR INFANTS

Task: Change infant's diaper

---

38. PERFORMANCE OBJECTIVE

Given an infant with soiled diaper, toilet tissue, soap, warm water, wash cloth, towel, clean diaper and pins, change the diaper. The infant's diapered areas must be cleansed and dried, a clean diaper applied obtaining a secure fit without causing undue discomfort or injury to the infant.

PERFORMANCE GUIDE

1. Assemble articles in convenient location.
2. Lay infant on back on secure surface.
3. Unfasten soiled diaper.
4. Grasp infant's ankles and lift legs and buttocks.
5. Cleanse infant's genital/anal area and remove soiled diaper.
6. Slide clean diaper lengthwise under infant's buttocks to waist.
7. Bring bottom edge up between infant's legs.
8. Lap back corner of diaper over front and fasten.

NOTE: Use caution not to stick infant when pinning diaper.
Talk to infant while changing diaper.

Duty: CARING FOR INFANTS

Task: Dress infant

---

39. PERFORMANCE OBJECTIVE

Provided an infant and kimono, gown, shirt or sleeper, dress the infant without causing discomfort or injury to the infant.

PERFORMANCE GUIDE

1. Assemble articles in convenient location.
2. To put on shirt or kimono:
   a. Lay infant in position on open shirt.
   b. Reach into shirt sleeve from cut end and grasp infant's hand.
   c. Slip shirt sleeve onto infant's arm.
   d. Pull shirt sleeve up to infant's shoulder.
   e. Repeat steps 2b - 2d for other arm.
   f. Adjust and snap or tie shirt.
3. Diaper infant.
4. To put on gown:
   a. Lay infant on back.
   b. Gather gown into OPEN ROLL.
   c. Slip rolled gown over infant's head.
   d. Repeat steps 2b - 2e.
   e. Pull gown over infant's body.
   NOTE: Slide hand(s) under infant's body to pull back of gown under body.
   f. Adjust and snap, button or tie gown.
5. To put on sleeper:
   a. Lay infant on back on open sleeper.
   b. Repeat steps 2b - 2d.
   c. Grasp infant's leg between knee and ankle and guide into leg opening of sleeper.
   d. Repeat 5c for other leg.
   e. Grasp outside of sleeper legs and pull over legs until infant's legs are completely inside sleeper legs.
   f. Adjust and snap, button or zip.
   NOTE: Talk to infant.

Duty: CARING FOR INFANTS

Task: Feed solid foods to infant

---

40. PERFORMANCE OBJECTIVE

Given an infant, an infant spoon, container of food, bib and wash cloth, feed the infant. The infant must be fed small spoon portions until food is refused or consumed by infant, and without causing the infant to choke.

PERFORMANCE GUIDE

1. If food is to be warmed and/or diluted, warm and/or dilute food.
2. Assemble articles.
3. Place bib or protector around infant's neck.
4. Hold infant on lap in a semi-upright position supporting infant's head, neck and back with one arm, or place infant in infant seat.
   NOTE: Put older infants in high chair or chair seat.
5. Using the spoon, take a bite-size portion of food from container.
6. Using a wiping motion, wipe food onto infant's upper mouth allowing food to fall on infant's tongue.
7. Wipe excess food from mouth with spoon.
8. Check the mouth to see if food is being swallowed.
9. Continue feeding as in steps 5 - 7 above until food is consumed or infant refuses food.
10. Clean infant's face and hands when completed.
    NOTE: Talk to infant.
    Do not leave child unattended.

Duty: CARING FOR INFANTS

Task: Plan play activities for infant

41. PERFORMANCE OBJECTIVE

Given an infant, and access to toys, plan play activities for infant. The play activities must be planned in accordance with an instructor's checklist, and each applicable item rated acceptable.

PERFORMANCE GUIDE

1. Identify the activities appropriate for age of infant.
   a. One to three months - provide items to watch: crib jungles, mobiles and hanging rattles.
   b. Four to six months - provide items to grasp, manipulate, shake, suck, or chew such as rattles, teething rings, cups, spools, plastic toys, etc.
   NOTE: Should be small enough to be grasped easily but too large to be swallowed.
   c. Seven to nine months - provide items to pound, bang, throw and shake such as rattles, metal cups, lids and covers, beads on a string, unbreakable animals, blocks, balls, washable bean bags, etc.
   d. Ten to twelve months - provide items to creep after such as balls, toys on wheels, plastic animals and cars: items that fit together or stack and toys to pull or carry.
2. Determine materials/toys suitable and safe for infant considering age.
3. Identify ways of encouraging infant to participate.
4. Identify how activities will foster physical, social, emotional and mental development.
5. Identify conditions favorable for play activities.
6. Determine appropriate behavior for a variety of activities.
7. Determine safety precautions to be taken.
8. Identify ways to evaluate play activities.

INSTRUCTOR'S CHECKLIST

P.O. #41

Plan play activities for infant

Activity	Rating	
	Acceptable	Not Acceptable
1. The play activity was appropriate for the age of the infant.		
2. Materials/toys were suitable for the age of infant.		
3. Identified ways of encouraging infant to participate.		
4. Identified activities which foster physical, social, emotional and mental development.		
5. Identified condition favorable to play activities.		
6. Materials/toys were safe for age of infant.		
7. Identified ways to evaluate play activities.		

Duty: CARING FOR INFANTS

Task: Prepare formula

---

42. PERFORMANCE OBJECTIVE

Given necessary equipment and ingredients, prepare formula. The equipment must be sterilized by boiling, the formula prepared according to packaged directions or physician's instructions, and stored in an airtight container in a cool place.

PERFORMANCE GUIDE

1. Clean preparation area.
2. Assemble items.
3. Wash and sterilize equipment.
4. If formula is to be mixed, mix formula according to instructions of physician or those on container.
5. Prepare bottles.
6. Pour formula into bottles.
7. If formula is to be sterilized, sterilize formula, and allow formula to cool.
8. Store formula in a cool place.

Duty: CARING FOR INFANTS

Task: Sponge bathe infant

---

43. PERFORMANCE OBJECTIVE

Given an infant, container, soft wash cloth, towels, water and mild soap, gauze squares or cotton balls, sponge bathe the infant. Performance will be evaluated by an instructor's checklist and each applicable item must be rated acceptable.

PERFORMANCE GUIDE

1. Prepare bathing room and area.
   a. Check room temperature.
   b. Close doors and/or windows to prevent drafts.
2. Assemble articles.
3. Prepare bath water.
   NOTE: Talk to infant while bathing. Hold infant securely at all times while bathing.
4. Place infant on a toweled surface.
5. Wash, rinse and dry face, eyes, ears, and nostrils.
6. Wash, rinse and dry scalp.
7. Remove undershirt/gown.
8. Wash, rinse and dry neck, arms, chest and abdomen.
9. Put on clean undershirt.
10. Remove diaper.
11. Wash, rinse and dry genitalia.
12. Wash, rinse and dry legs and feet.
13. Place infant on abdomen and wash, rinse and dry back and buttocks.
14. Put on clean diaper.

INSTRUCTOR'S CHECKLIST

P.O. #43

Sponge bathe infant

Activity	Rating	
	Acceptable	Not Acceptable
1. Room temperature and conditions were suitable for bathing infant.		
2. Assembled articles.		
3. Water temperature was suitable for bathing infant.		
4. All body surfaces (including creases) were washed, rinsed and patted dry.		
5. Outer ears were wiped clean of excess dirt and wax.		
6. Dried mucus around the nose and eyes was removed with gauze or cotton balls.		
7. Genital and anal areas were cleansed of fecal or urine residue.		
8. Bathing activities were accomplished without discomfort or injury to infant.		
9. Infant was diapered and dressed.		
10. Talked to infant while bathing.		

Duty: CARING FOR CHILDREN

Task: Organize and guide play activities

---

44. PERFORMANCE OBJECTIVE

Given a child and access to play area, toys and equipment, organize and guide play activities. the activities must be organized and guided in accordance with an instructor's checklist, and each applicable item must be rated acceptable.

PERFORMANCE GUIDE

1. Identify indoor/outdoor activities suitable for the child's age.
2. Select and arrange equipment, toys, and materials.
3. Improvise play materials for specific activities.
4. Give oral directions.
5. Allow child to select activity from those provided.
6. Encourage participation.
7. Encourage child to think through activities which could be potentially dangerous before engaging in them.
8. Foster large muscle development by encouraging child to ride wheel toys, climb climbing equipment, etc.
9. Practice and point out safety procedures by being alert to situations involving hazards to the child's safety.
10. Suggest other suitable activities when child tries.

INSTRUCTOR'S CHECKLIST

P.O. #44

Organize and guide play activities

Activity	Rating	
	Acceptable	Not Acceptable
1. Chose an activity appropriate for the child/children.		
2. Chose suitable equipment, supplies and materials.		
3. Arranged suitable equipment, supplies and materials.		
4. Improvised play materials when possible.		
5. Gave oral directions that were understandable.		
6. Encouraged participation.		
7. Encouraged child/children to think before acting.		
8. Fostered large muscle development.		
9. Practiced and explained safety procedures.		
10. Suggested other activities as child tired of each.		

Duty: CARING FOR CHILDREN

Task: Assist child in contacting other children for visits

45. PERFORMANCE OBJECTIVE

Given a child with desire to visit with other children, assist child in contacting and scheduling other children for visits. Arrangements must include date, time and length of visit and mode of travel.

PERFORMANCE GUIDE

1. Assist child in making decisions of friend or friends to visit from known acquaintances.
2. Child contacts friend for visit. Assist child with telephoning, writing note, or making personal contact.
3. Contact friend's parent(s) or guardian(s) and determine date, time, and length of visit.
4. Determine and plan travel arrangements.

Duty: CARING FOR CHILDREN

Task: Assist child in decorating home for holidays

46. PERFORMANCE OBJECTIVE

Given a specific holiday and an area of the home to decorate, assist the child in decorating the area. The activities must be within the child's ability, and the area must be decorated for the specific holiday.

PERFORMANCE GUIDE

1. Plan areas of home to be decorated indicating areas for decorating that are safe and appropriate for child's involvement.
2. Involve the child in planning and selecting the decorations.
3. Allow child to be creative.
4. Provide decorations and/or materials for decorating.
5. Encourage participation.
6. Assist child in arranging decorations.

Duty: CARING FOR CHILDREN

Task: Assist child in putting play equipment and reading material in proper place

47. PERFORMANCE OBJECTIVE

Given play equipment, reading materials and storage area, assist child in putting play equipment and reading materials in proper place. The equipment and reading materials must be stored in a designated place within the child's reach.

PERFORMANCE GUIDE

1. Provide storage space within child's reach for play equipment and reading materials.
2. Show child storage space and demonstrate to child where and how specific play items are to be stored.
3. Inform the child what is expected.
4. Supervise child's progress in putting play equipment and reading materials in proper place.

Duty: CARING FOR CHILDREN

Task: Assist child with bath

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48. PERFORMANCE OBJECTIVE

Given child, tub with water, soap, washcloth, and towel, assist child with bath. The child should be cleaned, rinsed, and dried.

PERFORMANCE GUIDE

1. Fill bathtub with lukewarm water two to three inches in depth.
2. Assist child in removing any clothing.
3. Assist child in getting into tub.
   NOTE: Stay with child at all times while child is in tub.
4. Allow child to play in water with bath toys.
5. Aid or supervise bathing.
6. Assist child in getting out of tub.
7. Assist child in towel drying.
8. Talk to child while bathing.

Duty: CARING FOR CHILDREN

Task: Assist child with brushing teeth

49. PERFORMANCE OBJECTIVE

Given child, toothbrush, toothpaste and water, assist child with brushing teeth. The teeth must be free of food particles and a brushing technique recommended by the American Dental Association must be used.

PERFORMANCE GUIDE

1. Provide area for brushing which can be easily reached by child.
2. Assemble or assist child in assembling supplies.
3. Demonstrate accepted method of brushing teeth.
4. Assist child in placing toothpaste on toothbrush.
5. Assist child in wetting toothbrush with water.
6. Observe child's brushing techniques and assist when needed.
7. Check teeth for cleanliness.

Duty: CARING FOR CHILDREN

Task: Assist child with dressing

50. PERFORMANCE OBJECTIVE

Given a child requiring assistance in dressing and articles of clothing, assist child with dressing. The performance will be evaluated with an instructor's checklist and all applicable items must be accomplished in an acceptable manner.

PERFORMANCE GUIDE

1. Select and assemble articles of clothing appropriate for the occasion. (An older child may make or participate in the selection.)
2. Allow child to dress at own pace.
3. Assist child in putting on underpants/pants by holding the sides apart while child steps into them.
4. Allow child to pull up underpants/pants.
5. Assist child in putting on undershirt by helping to pull neck opening over head and guiding arms through sleeves.
6. Assist child in putting on shirt, dress or coat by holding the article open while the child puts each arm through the appropriate armhole.
7. Assist child with difficult snaps, fasteners, buttons, and/or zippers.
8. Assist child with socks and/or shoes, insuring shoes are on correct feet, and laces are tied.
9. Talk to child while dressing.

Duty: CARING FOR CHILDREN

Task: Assist child with eating

51. PERFORMANCE OBJECTIVE

Given a child requiring assistance with eating, food, utensils, highchair or booster seat, assist the child with eating. Assistance provided must not interfere or prevent self-feeding by the child, and the food must be consumed or refused within 30 minutes.

PERFORMANCE GUIDE

1. Prepare or assist child in preparation for eating by washing hands and putting on bib or other clothes protection.
2. Seat child at a comfortable height at table or highchair.
   NOTE: For younger child - stay by highchair.
3. Select eating utensils appropriate for age (such as plastic or unbreakable plates and cups).
4. Serve food.
5. Demonstrate correct techniques of holding and using eating utensils.
   NOTE: For a younger child, guide the spoon to the food and to the child's mouth.
6. Allow child to practice using eating utensils.
7. Assist child with difficult tasks.
8. Feed child when progress has ceased.
9. Allow child to continue eating until food is consumed or refused. (20-30 minutes.)
10. Assist in cleaning the child after eating.

Duty: CARING FOR CHILDREN

Task: Assist child with washing hands

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52. PERFORMANCE OBJECTIVE

Given a child requiring the washing of hands, soap, towel, water, and wash basin or other container, assist the child with washing hands. Assistance provided must be directed toward independent washing by the child and the process of wetting, lathering, rinsing and drying the hands must be completed in sequence.

PERFORMANCE GUIDE

1. Designate and/or provide an area for washing which can be reached by the child.
   NOTE: A stool may be used if washing at a sink.
2. Provide towel, washcloth and soap.
3. Provide water or show child how to obtain hot and cold water.
   NOTE: Caution child concerning hot water.
4. Demonstrate wetting, lathering, rinsing and drying the hands of the child.
5. Allow child to wash hands.
6. Give oral directions and/or additional demonstrations.
7. Observe washing, rinsing and drying.
8. Provide instructions for needed corrections.
9. Inspect hands.

Duty: CARING FOR CHILDREN

Task: Empty and sanitize training chair

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53. PERFORMANCE OBJECTIVE

Given a training chair needing emptying, sanitizing cleaner, and sponge, brush or clotn, empty and sanitize the training chair. The bowl must be completely washed with the cleaner, rinsed inside and outside with hot water and dried. No residue should be evident on the bowl. The training chair must be wiped clean and dried.

PERFORMANCE GUIDE

1. Assemble articles needed for cleaning such as disinfectant, baking soda or detergent, brush, and sponge or cloth.
2. Prepare soap or detergent solution.
   NOTE: Baking soda or disinfectant may be added as a deodorizer.
3. Remove bowl from training chair and empty contents into toilet.
4. Rinse bowl with water.
5. Wash the bowl with prepared solution.
   NOTE: Allow bowl to soak in solution if residue has hardened.
6. Scrub with brush to remove residue.
7. Rinse the bowl inside and outside with hot water.
8. Drain bowl and dry.
9. Wipe chair with cleaning solution and dry.
10. Replace bowl in training chair.

Duty: CARING FOR CHILDREN

Task: Organize play area with child

54. PERFORMANCE OBJECTIVE

Given play and storage area, toys and games, organize play area with child. The play area must be free of toxic or hazardous items and provide storage and play space for equipment, materials, books, toys and games.

PERFORMANCE GUIDE

1. Choose play and storage area.
2. Place breakable objects out of child's reach.
3. Remove potentially harmful or toxic items from play area.
4. Select storage areas which can be easily reached by child.
5. Point out play and storage areas to the child.
6. Discuss and/or inform child of the boundaries.
7. Plan with child the activities to be played and toys to be utilized in the area.
8. Discuss and locate where items will be placed.
9. Aid child in setting up play area.

Duty: CARING FOR CHILDREN

Task: Play records with child

55. PERFORMANCE OBJECTIVE

Given an assortment of records, a record player in operable condition, and access to an electrical power source, play records with child. The child should participate in the selection of records to be played, and the record player must be operated in accordance with manufacturer's instructions, and without damage to the records.

PERFORMANCE GUIDE

1. Discuss or inform the child of records available.
2. Allow child to participate in selection of records.
3. Demonstrate how to handle records without breaking or scratching.
4. Set up record player.
   NOTE: An older child may be allowed to assist in setting up equipment.
5. Demonstrate placing a record(s) on player and putting into operation.
   NOTE: An older child may be allowed to load records on player and put into operation.
6. Explain/discuss title/contents with child and ask for response.

Duty: CARING FOR CHILDREN

Task: Read books to child

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56. PERFORMANCE OBJECTIVE

Given a child and an assortment of books, read the book(s) to the child. The time selected for reading must not interfere with other scheduled activities and the book/story must be read so that the child's attention is maintained.

PERFORMANCE GUIDE

1. Choose a time free from other activities such as sleeping, bathing and eating.
2. Select or aid child in selection of book(s) to be read.
3. Select a location for reading which is free from noisy distractions and is comfortable to both reader and listener.
4. Position child (on either left or right side of reader) within arm's reach of book.
5. Read book to child pausing to ask or answer questions about pictures and/or story.

Duty: CARING FOR CHILDREN

Task: Toilet train child

57. PERFORMANCE OBJECTIVE

Given a child and necessary toileting receptacle, toilet train child. Performance will be evaluated by an instructor's checklist and each applicable item must be rated acceptable.

PERFORMANCE GUIDE

1. Observe readiness of child such as:
   a. Child noticing wetness
   b. Waking up dry from nap
   c. Increased intervals between wetting
2. Observe when elimination usually takes place every day for several days.
3. Chart usual times of elimination.
4. Place child on receptacle such as potty chair or toilet at such times as:
   a. Child wakes up dry from nap
   b. Elimination usually occurs
   c. Child remains dry for 2 or 3 hours during day.

   NOTE: If child shows fear of regular toilet, use some other receptacle such as potty chair.
5. Remove child from receptacle after 10 minutes.
6. Talk to child while training.
7. Praise child for success in toileting.
8. Repeat steps 4 - 7 until child's performance is satisfactory.

INSTRUCTOR'S CHECKLIST

P.O. #57

Toilet train child

Activity	Rating	
	Acceptable	Not Acceptable
1. Determined child's readiness for toilet training by noting:		
a. Child noticing wetting		
b. Child waking up dry after nap		
c. Increased intervals between wetting		
2. Observed and charted child's usual elimination times.		
3. Placed child on receptacle at such times as:		
a. Child woke up dry from nap		
b. Charted elimination occurred		
c. Child remained dry for up to 3 hours		
4. Praised child for success.		
5. Refrained from scolding due to lack of success.		
6. Removed child from receptacle after 10 minutes if unsuccessful.		

Duty: PROVIDING CHILD GUIDANCE AND DEVELOPMENT

Task: Arrange for private education

58. PERFORMANCE OBJECTIVE

Given a child, access to enrollment forms, health and educational records, arrange for admission to a private educational institution. All enrollment requirements of the institution must be satisfied.

PERFORMANCE GUIDE

1. Identify private schools in area.
2. Obtain information about the schools such as:
   a. Prerequisites
   b. Program offered
   c. Enrollment policies and procedures
   d. Attendance policies
   e. Costs
   f. Transportation provisions
3. Discuss findings with child.
4. Determine best institution for child to attend based upon child's and family's needs.
5. Fulfill requirements for enrolling child in selected institution by:
   a. Providing required health/educational records
   b. Completing enrollment forms
   c. Completing financial arrangements
6. Plan transportational arrangements.
7. Discuss plan with child.

Duty: PROVIDING CHILD GUIDANCE AND DEVELOPMENT

Task: Arrange for public education

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59. PERFORMANCE OBJECTIVE

Given school age child, access to school zone information, enrollment forms, arrange for admission to a public educational institution. All information and procedural requirements of the school system and specific school for enrollment must be satisfied.

PERFORMANCE GUIDE

1. Identify the school zone in which child lives.
2. Contact school staff.
3. Obtain information about enrollment policies and procedures for the school system and the specific school child will attend.
4. Determine transportational requirements. If school bus is utilized, determine route, time, and stop.
5. Fulfill requirements for enrolling child in the identified school by:
   a. Providing required health and educational records
   b. Completing enrollment forms
6. Plan transportational arrangements.
7. Discuss plan with child.

Duty: PROVIDING CHILD GUIDANCE AND DEVELOPMENT

Task: Arrange for training (i.e., sports, dance, music)

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60. PERFORMANCE OBJECTIVE

Given a child desiring specific training (i.e., sports, dance, music), arrange for training. All requirements for enrollment in the training must be satisfied.

PERFORMANCE GUIDE

1. Determine type of training child/family desires.
2. Identify facilities in which training is available.
3. Obtain information about the training facilities/programs such as:
   a. Prerequisites
   b. Enrollment policies and procedures
   c. Frequency, time, duration and location of training
   d. Equipment, uniforms, costumes, and/or instruments needed
   e. Costs
4. Discuss information obtained with child.
5. Determine best training program/facility considering child's and family's needs and economic situation.
6. Fulfill requirements for enrolling child in selected training by:
   a. Completing enrollment forms
   b. Completing financial arrangements
7. Plan transportational arrangements.

Duty: PROVIDING CHILD GUIDANCE AND DEVELOPMENT

Task: Assist child in choosing friends

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61. PERFORMANCE OBJECTIVE

Given a child, and a group of potential friends, assist child in choosing friends. The chosen friends must exhibit the characteristics considered desirable by the parent(s), guardian(s), or worker.

PERFORMANCE GUIDE

1. Have child consider the qualities and characteristics of friends by asking child to list/cite:
   a. Names of existing friends
   b. Why they are friends
   c. How they became friends
   d. Common interests
2. Discuss the characteristics of existing friends with child.
3. Have child state the characteristics desired in a friend.
4. Discuss desired characteristics with child.
5. Allow child to select new friend.
   NOTE: May provide setting in which child would come into contact with children considered to have desired characteristics.
6. Discuss characteristics of new friend and compare to characteristics stated in step No. 3 and 4.

Duty: PROVIDING CHILD GUIDANCE AND DEVELOPMENT

Task: Assist child in developing self-discipline

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62. PERFORMANCE OBJECTIVE

Given a child and an actual case situation in which self-discipline is required, assist the child in developing self-discipline. Performance will be evaluated by an instructor's checklist and all applicable items must be performed acceptably.

PERFORMANCE GUIDE

1. Inform the child of situations in which self-discipline is required such as:
   a. Completing homework assignments
   b. Being punctual
   c. Arguing with friends/siblings
   d. Saving money
   e. Performing chores
   f. Putting up toys, games, etc.
2. Discuss/inform the child of choices regarding each situation.
3. Discuss/inform the child of possible results or outcomes of choices.
4. Create a hypothetical situation or use an actual situation in which the child must make a choice/decision.
5. Allow child to make a choice/decision.
6. Discuss/inform the child of other possible choices or decisions.
7. Respond to child's choice/decision by discussing or imposing the following:
   a. Correction
   b. Punishment
   c. Reward

INSTRUCTOR'S CHECKLIST

P.O. #62

Assist child in developing self-discipline

Activity	Rating	
	Acceptable	Not Acceptable
1. Discussed/informed the child of situations in which self-discipline is required.		
2. Discussed/informed the child of possible choices regarding each situation.		
3. Discussed/informed the child of possible results or outcomes of choices.		
4. Created or used an actual situation in which the child must make a choice/decision.		
5. Allowed child an opportunity to make a choice/decision.		
6. Discussed/informed the child of other possible choices or decisions.		
7. Responded to child's choice or decision by discussing or imposing:		
a. Correction		
b. Punishment		
c. Reward		

Duty: PROVIDING CHILD GUIDANCE AND DEVELOPMENT

Task: Counsel child concerning emotional changes during adolescence

63. PERFORMANCE OBJECTIVE

Given an adolescent child, a case situation or an actual emotional change, counsel the child concerning the emotional change. Performance will be evaluated by an instructor's checklist and all applicable items must be performed acceptably.

PERFORMANCE GUIDE

1. Select a time and location free from other scheduled activities.
2. Assist child in identifying the characteristics of the emotional change(s).
3. Discuss/inform the child of the reasons for the emotional change(s).
4. Discuss/inform the child of possible results or outcomes of alternative reactions to the emotional change(s).
5. Provide an opportunity for the child to select a response to the emotional change(s).
6. Discuss the child's concerns about the selected response.

INSTRUCTOR'S CHECKLIST

P.O. #63

Counsel child concerning emotional changes during adolescence

Activity	Rating	
	Acceptable	Not Acceptable
1. Selected a time free from other scheduled activities.		
2. Selected a location free from other scheduled activities.		
3. Established rapport with the child encouraging the child to talk openly about situation.		
4. Assisted child in identifying the characteristics of the emotional change.		
5. Discussed/informed the child of the reasons for the emotional change.		
6. Discussed/informed the child of possible results or outcomes of alternate reactions to the emotional change.		
7. Provided an opportunity for the child to select a response to the emotional change.		
8. Discussed child's concerns about the selected response with child.		

Duty: PROVIDING CHILD GUIDANCE AND DEVELOPMENT

Task: Discipline child for wrongdoing

64. PERFORMANCE OBJECTIVE

Given a child who has committed a wrongdoing, discipline the child. Performance will be evaluated by an instructor's checklist and all applicable items must be performed acceptably.

PERFORMANCE GUIDE

1. Select time for disciplining child such as immediate or at a later time.
2. Discuss the child's intent of the action with child.
3. Discuss/inform the child of the reasons his/her action was wrong.
4. Assist the child in identifying possible results of wrongdoing.
5. Decide the disciplinary action to be taken.
6. Inform the child of the decision and/or action to be taken.
7. Discipline the child.

INSTRUCTOR'S CHECKLIST

P.O. #64

Discipline child for wrongdoing

Activity	Rating	
	Acceptable	Not Acceptable
1. Time selected for disciplining child was appropriate.		
2. Discussed child's reasons for the wrongdoing with child.		
3. Discussed/informed child of the reasons his/her action was wrong.		
4. Discussed/informed child of possible results of wrongdoing.		
5. Informed child of the decision and/or action to be taken.		
6. Administered discipline.		

Duty: PROVIDING CHILD GUIDANCE AND DEVELOPMENT

Task: Assist child with homework

65. PERFORMANCE OBJECTIVE

Given a child with homework assignment(s), school books, and supplies/equipment, assist child with homework. The completed work must meet the requirements of the homework assignment.

PERFORMANCE GUIDE

1. Assist child in determining a time and place free from outside interference or other scheduled activities to do homework.
2. Ask child to explain own understanding of the homework assignment.
3. If child has written instructions for the assignment, read and verify child's understanding of the assignment.
4. Assist child in identifying equipment, supplies, texts and references needed to complete the assignment.
5. Allow child to perform own work.
6. Remain available to assist child.
7. When child encounters difficulty, provide assistance by:
   a. Determining nature of difficulty
   b. Reviewing and/or explaining requirements
   c. Helping child to determine and resolve difficulty by reviewing, checking, and/or correcting.
   d. Providing additional explanation or instructions.
8. Allow child to continue until assignment is completed.
9. Review completed assignment and discuss work with child.

Duty: PROVIDING CHILD GUIDANCE AND DEVELOPMENT

Task: Prepare to travel with child

66. PERFORMANCE OBJECTIVE

Given a child and the opportunity for travel, prepare to travel with the child. Preparation must include determination of location to be visited, mode of travel, date and length of trip. All items needed must be packed consistent with the mode of travel.

PERFORMANCE GUIDE

1. Discuss/inform the child of the opportunity for travel.
2. Discuss/inform the child of the location to be visited, mode of travel, dates, time, length of trip and purpose.
3. Determine luggage space available according to mode of travel.
4. Determine items needed such as clothing, equipment, toys/games, food medicine, and luggage.
5. Collect and pack items to be taken.

Duty: MANAGING INTERPERSONAL RELATIONSHIPS

Task: Counsel Family Member

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67. PERFORMANCE OBJECTIVE

Provided a case situation and family member with a special need, counsel the family member. Counselee must select from alternative suggestions. (1)

PERFORMANCE GUIDE

1. Arrange for privacy during counseling.
2. Open topic or listen to opening remarks from other party.
3. Allow for exchange of information and ideas.
4. Discuss courses of action and probable consequences.
5. Solicit opinions.
6. Help counselee decide on course of action and set priorities.
7. Follow up on counselee's behavior with further discussion or assistance.

Duty: MANAGING INTERPERSONAL RELATIONSHIPS

Task: Make Wedding Arrangements

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69. PERFORMANCE OBJECTIVE

Given an engaged couple and references on planning a wedding, make wedding arrangements. Arrangements must contain times, costs, and persons responsible listed by each activity and the individual responsible must be informed. (1)

PERFORMANCE GUIDE

1. Read references prior to beginning preparations.
2. Meet with bride and groom to discuss details and budget.
3. List and sequence tasks to be done and deadlines to be met.
4. Divide tasks among those assisting.
5. Inform persons of assignments, budgets, deadlines, and schedules.
6. Contact professionals, musicians, clergy, etc.

Duty: MANAGING INTERPERSONAL RELATIONSHIPS

Task: Plan Family Activities

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70. PERFORMANCE OBJECTIVE

Given a family, plan activities for the family for one week. The plan must meet the acceptable criteria listed on the instructor's performance checklist. (1)

PERFORMANCE GUIDE

1. Call family meeting.
2. Plot the essential activities for each family member.
3. Chart a time schedule for each essential activity.
4. Canvass family members for optional activities desired.
5. Estimate cost of optional activities and determine financial feasibilities.
6. Determine how each family member will be affected by each activity and alternatives.
7. Present options when time and money conflicts occur.
8. Make a decision on optional activities.
9. Chart optional activities on time schedule.

INSTRUCTOR'S CHECKLIST

P.O. #70

Plan Family Activities

Activity	Rating	
	Acceptable	Unacceptable
1. Met with family, discussed activities, and charted activities and schedules		
2. Solicited optional activities and economic feasibility of each		
3. Determined how each family member will be affected by each activity.		
4. Presented optional activities.		
5. Resolved conflicts.		
6. Made decision and charted optional activities.		

Duty: MANAGING INTERPERSONAL RELATIONSHIPS

Task: Plan Vacation Trip

71. PERFORMANCE OBJECTIVE

Given a family in which there are varying preferences about a vacation trip, plan a vacation trip. Each participant must be given time to present suggestions and at least two options must be presented for vote that fall within the family budget. (1)

PERFORMANCE GUIDE

1. Call family together.
2. Collect suggestions for vacation trip.
3. Discuss factors influencing the decision.
4. Eliminate impractical suggestions.
5. Discuss remaining alternatives.
6. Make a decision acceptable to all the family members.

Duty: MANAGING INTERPERSONAL RELATIONSHIPS

Task: Provide Privacy for Individual Family Members

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72. PERFORMANCE OBJECTIVE

Given case situation including description of individual family members, make plans for providing privacy for individual family members. All applicable items must be rated acceptable on checklist. (1)

PERFORMANCE GUIDE

1. Collect and list privacy complaints from each family member.
2. Call family meeting.
3. Discuss complaints from each member.
4. List privacy needs of each family member.
5. Determine resources needed.
6. Assess possibility of meeting privacy needs.

INSTRUCTOR'S CHECKLIST

P.O. #72

Provide Privacy for Individual Family Members

Activity	Rating	
	Acceptable	Unacceptable
1. Determined type of privacy requested		
2. Assessed possibility of meeting privacy needs		
3. Determined resources needed		
4. Determined resources on hand		
5. Prepared plan for meeting privacy needs		

Duty: MANAGING INTERPERSONAL RELATIONSHIPS

Task: Provide Sex Education for Family Members

73. PERFORMANCE GUIDE

Using reference materials and description of a family member's needs, provide sex education for family members. All items must be rated acceptable on checklist. (1)

PERFORMANCE GUIDE

1. Assess needs of members.
2. Secure relevant information.
3. Provide opportunity and setting for giving information.
4. Share information based on assessed needs of individuals.
5. Listen to questions and respond with information relative to individual need.
6. Follow up on family member's needs.

INSTRUCTOR'S CHECKLIST

P.O. #73

Provide Sex Education for Family Members

Activity	Rating	
	Acceptable	Unacceptable
1. Assessed needs of members		
2. Secured relevant information		
3. Provided opportunity and setting		
4. Shared information		
5. Listened and responded with information relative to individual need		
6. Follow up on family member's needs		

Duty: MANAGING INTERPERSONAL RELATIONSHIPS

Task: Respond to Family Member's Needs for Companionship

74. PERFORMANCE OBJECTIVE

Given a case situation, plan for meeting the companionship needs of described family members. The plan should be in keeping with expressed interests and needs of the individual member with at least two possibilities suggested for each person needing help. (1)

PERFORMANCE GUIDE

1. Analyze expressed companionship needs of family members.
2. Survey the possibilities for meeting the expressed needs.
3. Discuss possibilities with members.
4. Poll the group to see if transportation and scheduling would be convenient for members involved.
5. Find out if inter-group help is acceptable to member needing help.
6. Plan to provide needed companionship.

Duty: MANAGING INTERPERSONAL RELATIONSHIPS

Task: Select Reading Material for the Home (i.e. Books, Magazines, Papers, etc.)

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75. PERFORMANCE OBJECTIVE

Given annotated list of reading materials for the home and case situation describing family members' needs, select reading materials. Reading materials will fit interest, age, and budget levels of family members and supplement materials on hand. (1)

PERFORMANCE GUIDE

1. Determine family member's reading needs and interests.
2. Determine reading levels and age of family members.
3. Inventory and review the reading material presently received in the home.
4. Determine reading materials to be kept or disposed of.
5. Determine additional needs and amount of money available and set priorities.
6. Obtain a library card.
7. Select reading materials to reflect interests, goals, and values of family members.

Duty: MANAGING INTERPERSONAL RELATIONSHIPS

Task: Teach Family Members to Communicate Feelings Without Hurting Others

76. PERFORMANCE OBJECTIVE

Given five communication problems which result in poor family relationships, describe two behaviors which would result in positive relationships for each. Role play at least two alternative behaviors for any three of the problems given. (1)

PERFORMANCE GUIDE

1. Identify behavior which results in positive response from family members.
2. Hold family council to discuss behavior which results in positive response from family member.
3. Reinforce positive behavior.

Duty: MAINTAINING HOME SAFETY

Task: Apply Pesticides

77. PERFORMANCE OBJECTIVE

Given an area infested with pests; granular, liquid, and dust pesticides; granular, liquid, and dust applicators; plastic container and access to water, apply pesticide. Pesticide must be applied according to the manufacturer's recommendations and must show evidence of pest control within time claimed on label. (1)

PERFORMANCE GUIDE

1. Determine pest to be controlled.
2. Remove all persons and pets from infested area.
3. Select pesticide to be used.
4. Read label directions.
5. Collect equipment and supplies.
6. Treat infested area according to manufacturer's directions.
7. Clean and return any applicator and/or pesticide to storage area.
8. Wash any part of the body or clothing that has contacted the pesticides.

CAUTION: Wait prescribed length of time before permitting persons and pets to return to treated area.

Duty: MAINTAINING HOME SAFETY

Task: Dispose of Empty Hazardous Materials Container

78. PERFORMANCE OBJECTIVE

Given a situation involving an empty hazardous materials container, dispose of the container. Disposal must meet local city/county refuse codes. (1)

PERFORMANCE GUIDE

1. Read instructions on container.
2. Contact local authorities for method(s) of disposal.
3. Follow method(s) of disposal recommended by authorities.
4. Wash any part of the body or clothing that has contacted the hazardous materials thoroughly.

Duty: MAINTAINING HOME SAFETY

Task: Equip First Aid Kit

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79. PERFORMANCE OBJECTIVE

Given a first aid container and access to a supply of first aid items, equip the container. The container must include items in the attached checklist. (1)

PERFORMANCE GUIDE

1. Select items for kit.
2. Check labels on all items for clarity.
3. Place list of contents on kit.
4. Place itmes in kit.

INSTRUCTOR'S CHECKLIST

P.O. #79

Equip First Aid Kit

Contents	Rating	
	Acceptable	Unacceptable
1. Antibiotic ointment		
2. Cream for cuts and abrasions		
3. Sterile gauze pads		
4. Adhesive tape		
5. Tweezers		
6. Blunt scissors		
7. Cotton swabs		
8. Antiseptic bandage		
9. Eye wash		
10. Elastic bandage		
11. Band-aids		
12. Scissors		
13. Petroleum Jelly		

INSTRUCTOR'S CHECKLIST

P.O. #79(Cont.)

Equip First Aid Kit

Contents	Rating	
	Acceptable	Unacceptable
14. Aromatic spirits of ammonia		
15. Triangular bandage		
16. First aid reference		

Duty: MAINTAINING HOME SAFETY

Task: Extinguish Grease Fires

80. PERFORMANCE OBJECTIVE

Given a grease fire and baking soda, extinguish grease fire. The fire must be completely extinguished without igniting other objects in the area. (1)

PERFORMANCE GUIDE

1. Turn off range or other appliance. NOTE: Call fire department if there is any chance that flames will spread.
2. Turn off exhaust fan.
3. Smother flame with baking soda.
4. Clean up.

Duty: MAINTAINING HOME SAFETY

Task: Install Fire Screen

81. PERFORMANCE OBJECTIVE

Given a simulated fireplace and an assortment of hand tools, install a fire screen. The screen must be installed according to manufacturer's instructions. (1)

PERFORMANCE GUIDE

1. Remove screen from carton.
2. Check parts.
3. Read instructions.
4. Collect necessary tools.
5. Install screen according to manufacturer's instructions.

Duty: MAINTAINING HOME SAFETY

Task: Install Smoke/Fire Alarm System

82. PERFORMANCE OBJECTIVE

Given a simulated home, smoke/fire alarms, and an assortment of hand tools, install smoke alarm system. System must pass test as written by manufacturer. (1)

PERFORMANCE GUIDE

1. Remove from carton.
2. Check parts.
3. Read instructions.
4. Collect necessary tools.
5. Install system according to manufacturer's instructions.
6. Test effectiveness of alarm.

Duty: MAINTAINING HOME SAFETY

Task: Monitor House for Electrical Hazards

83. PERFORMANCE OBJECTIVE

Provided a house, screwdriver, test lamp, and measuring tape, monitor house for electrical hazards. Follow-up inspection by responsible adult must not reveal any hazards. (1)

PERFORMANCE GUIDE

1. Inspect each outlet for:
   a. Warmth around outlet.
   b. Loose/broken wiring.
   c. Loose/broken face plates.
   d. Presence or absence of current.
   e. Possible overload.
2. Inspect each switch for:
   a. Loose/broken face plates.
   b. Proper functioning.
3. Inspect electrical fixtures/equipment/appliances for:
   a. Cracked sockets/globes.
   b. Correct bulb wattage.
   c. Exposed wires.
   d. Loose/frayed cord.
   e. Tight, loose, or broken prongs.
   f. Presence of ground plug.
   g. Closeness to water.
4. Inspect extension cords for:
   a. Length suitable.
   b. Size suitable.
   c. Underwriters Laboratory approval.
5. Inspect fuse box for:
   a. Proper amperage of plug fuses.
   b. Absence of evidence of tampering with plug fuses.
   c. Blown fuses.
   d. Label fuses by area.

   CAUTION: Turn power off at fuse box or circuit breaker box before inspecting for ground, loose, or broken wiring.
6. Arrange for any necessary repairs or replacements.

Duty: MAINTAINING HOME SAFETY

Task: Plan Escape Procedures in Case of Fire

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84. PERFORMANCE OBJECTIVE

Given family members, a floor plan, and fire prevention materials, plan escape procedures to provide an escape route for each member of the family from each room. In practice drills, all family members must exit safely in three minutes. (1)

PERFORMANCE GUIDE

1. After reading fire prevention materials, map an escape route and an alternate route from each room.
2. Acquaint family members and babysitters with route. NOTE: Make special provision for small children, the elderly, and handicapped.
3. Practice route and escape techniques.
4. Identify area where all family members are to regroup outside away from house.

Duty: MAINTAINING HOME SAFETY

Task: Store Firearms

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85. PERFORMANCE OBJECTIVE

Given at least one simulated hand gun and one rifle/shotgun, and ammunition, store each weapon. Chambers must be empty, any automatic clips removed, with ammunition and guns accessible only to responsible users. (1)

PERFORMANCE GUIDE

1. Select storage area accessible only to responsible users.
2. Choose separate storage area for ammunition and remove any clips.
3. Check chamber of gun to make sure no ammunition is present.
4. Place guns in appropriate storage area.
5. Store ammunition in separate, locked container.

Duty: MAINTAINING HOME SAFETY

Task: Store Flammable Materials

86. PERFORMANCE OBJECTIVE

Given at least three containers of simulated flammable materials, store each. All containers must be tightly closed, correctly labeled, accessible only to responsible users, and stored in area consistent with printed instructions. (1)

PERFORMANCE GUIDE

1. Check special precautions on label.
2. Choose containers consistent with type of materials being stored.
3. Label any new containers.
4. Choose storage area consistent with printed instructions.
5. Place flammable materials in appropriate storage area.

Duty: MAINTAINING HOME SAFETY

Task: Store Medication

87. PERFORMANCE OBJECTIVE

Given labeled containers of medication and identified storage areas, store medication. All containers must be tightly closed, placed in storage area consistent with label instructions, and accessible only to responsible users. (1)

PERFORMANCE GUIDE

1. Check label for old and/or out-of-date medication. NOTE: Dispose of medication safely.
2. Check labels for special storage instructions.
3. Make sure containers are tightly closed.
4. Choose a storage area consistent with label instructions. CAUTION: Keep out of reach of children.
5. Place medications in storage area.

Duty: MAINTAINING HOME SAFETY

Task: Store Pesticides

88. PERFORMANCE OBJECTIVE

Given at least three different containers of pesticides, store each. All containers must be tightly closed, correctly labeled, and accessible only to responsible users, and placed in storage areas consistent with printed instructions. (1)

PERFORMANCE GUIDE

1. Check special precautions on label.
2. Place pesticide in moisture-proof container.
3. Label container.
4. Choose storage areas.
5. Place pesticide in storage area.
6. Thoroughly wash any part of the body or clothing that has contacted the pesticides.

Duty: MAINTAINING HOME SAFETY

Task: Teach Family Members to Swim

89. PERFORMANCE OBJECTIVE

Given a pool, swimming manual, a kickboard, and a pull buoy, teach family members to swim. The family members must be in an afloat swimming position for at least twenty yards. (1/15, 130)

PERFORMANCE GUIDE

1. Pre-assess family members' swimming skills.
2. Orient family members to use basic rescue devices and safety rules.
3. Orient family members to water.
4. Assist family members to kick legs in shallow water.
5. Assist family members to float in shallow water.
6. Assist family members to stroke with arms in shallow water.
7. Assist family members to breathe in shallow water.
8. Assist family members to combine stroking and breathing in shallow water.
9. Assist family members to combine stroking, breathing, and kicking skills into a coordinated pattern.
10. Assign practice exercises for any weak skills.

APPENDICES

APPENDIX A

APPENDIX A

TOOLS AND EQUIPMENT FOR CLOTHING & TEXTILES,
HUMAN DEVELOPMENT, AND MANAGEMENT & FAMILY ECONOMICS

EQUIPMENT BY PERCENTAGE RATING

Equipment Number	Equipment Description	Percentage Using	Number Using
37	Iron	96.46	191.
38	Ironing Board	92.93	184.
54	Scissors, Sewing/Embroidery	91.41	181.
85	Washing Machine	90.40	179.
1	Auto	89.90	178.
40	Laundry Basket	89.90	178.
19	Checkbook	88.38	175.
42	Needles, Hand Sewing	88.38	175.
45	Pins, Sewing	87.88	174.
83	Vacuum Cleaner	87.88	174.
76	Thermometer, Clinical	84.34	167.
44	Pin Cushion	83.84	166.
20	Clothes Dryer	81.31	161.
53	Ruler	81.31	161.
75	Tape Measure	80.81	160.
88	Yardstick	79.29	157.
49	Record Player	77.78	154.
43	Needles, Machine	74.75	148.
13	Broom, Whisk	74.24	147.
21	Clothesline	69.70	138.
77	Thimble	68.69	136.
22	Credit Cards	66.16	131.
56	Seam Ripper	64.14	127.
62	Shears, Dressmakers	60.10	119.
89	Zipper Foot	60.10	119.
30	First Aid Kit	59.60	118.
15	Calculator	59.09	117.
79	Tracing Paper/Dressmaker Carbon	54.04	107.
59	Sewing Machine, Straight-Stitch	52.53	104.
60	Sewing Machine, Zig-Zag	52.53	104.
80	Tracing Wheel	52.53	104.
39	Jack, Car	51.01	101.
27	Embroidery Hoop	50.51	100.
53	Shears, Pinking	50.00	99.
61	Sewing Tape	47.47	94.
55	Seam Guide	46.97	93.
18	Check Cashing Cards	45.96	91.
35	Hot Water Bottle or Bag	45.96	91.
50	Rodent Traps	45.96	91.

Equipment Number	Equipment Description	Percentage Using	Number Using
14	Buttonhole Attachment	45.45	90.
11	Bicycle	44.44	88.
48	Pressing Cloth	44.44	88.
28	File Cabinet	42.42	84.
36	Ice Bag or Ice Cup	41.92	83.
33	Hem Gauge	41.41	82.
86	Watch, Sweep Hand	41.41	82.
58	Sewing Gauge	39.39	78.
25	Cutting Board, Fabric	33.33	66.
72	Tailors Chalk/Pencils	32.83	65.
66	Sprinkler, Clothes	31.82	63.
81	Transparent Ruler	30.81	61.
87	Wrench, Oil Filter	30.81	61.
29	Fire Extinguisher	29.29	58.
6	Basin	28.79	57.
34	High Chair	27.78	55.
23	Crib or Baby Bed	26.26	52.
90	Zipper Foot, Invisible	25.25	50.
2	Baby Bottles and Nipples	22.22	44.
3	Baby Cup	21.72	43.
67	Squeegee	21.72	43.
31	Grease Gun	20.71	41.
46	Playpen	20.71	41.
5	Baby Spoon	20.20	40.
78	Toilet Training Chair	20.20	40.
17	Carrier Set	19.70	39.
4	Baby Dish	18.18	36.
64	Skirt Marker	17.68	35.
69	Stroller	17.68	35.
52	Ruffler	16.67	33.
32	Heat Lamp	16.16	32.
68	Sterilizer	15.15	30.
99	Dress	12.63	25.
108	Pants	11.62	23.
7	Basinet	11.11	22.
12	Bottle Warmer	11.11	22.
65	Sleeve Board	11.11	22.
84	Walker	11.11	22.
113	Skirt	11.11	22.
94	Blouse	10.61	21.
8	Bathinet or Baby Bathtub	10.10	20.
103	Jacket	10.10	20.
57	Seam Roll	9.60	19.
70	Swing (Indoor)	9.60	19.
16	Carriage	9.09	18.
41	Needle Board	9.09	18.

Equipment Number	Equipment Description	Percentage Using	Number Using
93	Belt	8.59	17.
9	Bedpan	7.58	15.
10	Beeswax	7.58	15.
82	Urinal	7.58	15.
112	Shirt	7.58	15.
47	Pounding Block/Tailors Clapper	7.07	14.
51	Roller Foot	7.07	14.
73	Tailors Ham	7.07	14.
91	Apron	7.07	14.
100	Infant Clothes	7.07	14.
111	Scarf	7.07	14.
24	Cushion, Ring Shaped	6.06	12.
26	Dress Form	6.06	12.
97	Coat	6.06	12.
92	Bathrobe	5.56	11.
96	Cape/Poncho	5.56	11.
104	Jumpsuit	5.56	11.
114	Sweater	5.56	11.
100	Evening Gown	5.05	10.
109	Purse, i.e., Tote Bag	5.05	10.
106	Nightgown	4.55	9.
101	House Slippers	4.04	8.
95	Cap/Hat	3.54	7.
71	Tailors Board	3.03	6.
74	Tailors Mitt	3.03	6.
98	Detachable Collar/Cuffs	3.03	6.
107	Pajamas	3.03	6.
105	Lingerie (Slip, Panties)	2.53	5.
110	Raincoat/Raincape	2.02	4.

TOTAL RESPONDENTS: 198

APPENDIX B

APPENDIX B

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APPENDIX C

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APPENDIX D

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CROSS-REFERENCE TABLE OF DUTIES, TASKS, AND PERFORMANCE OBJECTIVES

The purpose of this table is to cross-reference changes made since compiling the original task inventory and completing the survey of incumbent workers. The information contained in the Cross-Reference Table is described below. The information is intended primarily for use in computerizing the catalog of performance objectives and performance guides for retrieval by various educational audiences.

1. * By a Task Number, indicates a performance objective was not written; however, stanine values appear under the Dictionary of Occupational Titles 4th ed. (DOT) code. (See No. 6 below regarding stanine value(s).)

2. @ By the Cumulative Performance Objective Number indicates that supplementary materials such as a checklist accompanies the performance objective. Example: Cumulative Performance Objective Number 6@.

3. (XXX) With Task Numbers indicate tasks that were combined to generate a performance objective. Example: B10 (B11). All combined tasks must be common to the same DOT code.

4. Divided tasks (sub-tasks) are labeled with an a, b, c, etc. Examples: A02a, A02b. All sub-tasks must be common to the same DOT(s) as the original task.

5. Duties, tasks, and stanine values by DOT to be included in the Cross-Reference Table of Duties, Tasks, and Performance Objectives are to be taken from the Task Worksheets.

6. Stanine values are assigned by individual DOTs to indicate the relative amount of time spent performing the tasks which were converted to objectives. Stanine values range from nine (most amount of time spent) to one (least amount of time spent). Percentages of tasks by time spent which correspond to each stanine value are as follows:

Cumulative Percent of Total Tasks	Stanine Values
4.0 (Upper)	9
7.0	8
12.0	7
17.0	6
20.0 (Middle)	5
17.0	4
12.0	3
7.0	2
4.0 (Lower)	1
100.0 Total percent	

7. Information appearing on the Cross-Reference Table of Duties, Tasks, and Performance Objectives is extensively utilized for keypunching the Header Card needed for storing each performance objective of the Final Catalog onto the computer system.

	Duty/Task	P.O./ Page Number	Stanine Values Time Spent
A.	ADMINISTERING FIRST AID FOR HOME EMERGENCIES		
*01	(A-26) Administer first aid for abrasions (skinned areas).	—	7
*02	Administer first aid for animal bite . . .	—	4
*03	Administer first aid for asphyxiation. . .	—	2
04	Administer first aid for blisters	1/2	6
05	Administer first aid for bruises	2/3	6
06	Administer first aid for burns from heat, fire, steam, and hot water	3/4	6
*07	Administer first aid for chemical burns. .	—	3
08	Administer first aid for choking using fingers	4/5	4
08	Administer first aid for choking using upward thrust for infants	5/6	4
08	Administer first aid for choking using upward thrust for adults.	6/7	4
*09	Administer first aid for convulsions . . .	—	2
*10	Administer first aid for diabetic coma . .	—	1
11	Administer first aid for electrical shock	7/8	1
*12	Administer first aid for fainting.	—	3
*13	Administer first aid for food poisoning. .	—	1
*14	Administer first aid for foreign bodies in the ear	—	2
15	Administer first aid for foreign bodies in the eye	8/9	5
*16	Administer first aid for foreign bodies in the nose	—	3

	Duty/Task	P.O./ Page Number	Stanine Values Time Spent
	ADMINISTERING FIRST AID FOR HOME EMERGENCIES (continued)		
*17	Administer first aid for frostbite	—	1
*18	Administer first aid for heart attack. . .	—	2
*19	Administer first aid for heat cramps . . .	—	2
*20	Administer first aid for heat exhaustion .	—	2
21	Administer first aid for insect bites and stings	9/10	8
*22	Administer first aid for insulin shock . .	—	3
23	Administer first aid for nosebleed	10/11	5
*24	Administer first aid for poisoning by mouth	—	2
25	Administer first aid for puncture wounds	11/12	5
26	(A-1) Administer first aid for scratches and cuts	12/13	8
*27	Administer first aid for snake bites . . .	—	2
28	Administer first aid for sprains	13/14	5
*29	Administer first aid for stroke	—	1
30	Administer first aid for sunburn	14/15	6
*31	Administer first aid for sunstroke	—	3
*32	Administer first aid for broken bones. . .	—	0
*33	Administer first aid for muscle cramps . .	—	0
B.	CARING FOR FAMILY PETS		
01	Administer medication to pet	15/16	6
02	Bathe pet.	16/17	5
*03	Change dressing on pet	—	3

	Duty/Task	P.O./ Page Number	Stanine Values Time Spent
	CARING FOR FAMILY PETS (continued)		
*04	Clean aquarium	—	4
*05	Clean litter pan or box	—	4
*06	Cleanse open wound on pet	—	4
*07	(B-8) Dust pet for fleas and ticks	—	6
08	(B-7) Groom dog, cat, or horse	17/18	5
09	Housebreak pet	18/19	5
*10	Prepare to travel with a family pet. . . .	—	4
11	Select family pet.	19/20	5
12	Select pet food	20/21	7
13	Train dog to obey simple command, (i.e., sit, stay, come)	21/22	5
C.	CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME		
01	Adjust patient to prevent bed sores and poor circulation	22/23	3
*02	Administer hot foot baths	—	4
*03	Administer injectabvles such as insulin. .	—	3
04	(C-6, 48, 49, 51, 51, 53, 55) Administer liquid medications	23/24	7
*05	Administer sitz bath	—	3
*06	Administer solid medications such as tablets, capsules, pills, powders, creams, and salves	—	8
07	Administer steam inhalation in open room	24/25	4
07	Administer steam inhalation using tent . .	25/26	4
*08	Administer suppositories	—	4

	Duty/Task	P.O./ Page Number	Stanine Values Time Spent
	CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME (continued)		
09	Apply spiral bandage	26/27	6
09	Apply triangular bandage	27/28	6
10	Arrange family member's visit to doctor's office	28@/29	8
11	Assist in administering food and fluids. .	29/31	5
12	Assist in dressing and undressing.	30/32	5
13	Assist with getting in and out of bed. . .	31/33	5
*14	Assist with getting in and out of wheel-chair	—	2
*15	Assist with tub bath	—	3
*16	Assist with use of bedpan	—	4
*17	Assist with use of commode	—	3
*18	Assist with use of urinal.	—	2
*19	Assist with walking	—	4
*20	Brush hair	—	5
*21	Clean dentures	—	3
*22	Comb hair	—	5
*23	Count respiration	—	2
*24	Give back rubs	—	4
*25	Give bed bath	—	3
*26	Give enema	—	3
*27	Make a back rest	—	2
*28	Make a bed cradle.	—	1
*29	Make a restraint	—	1

	Duty/Task	P.O./ Page Number	Stanine Values Time Spent
	CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME (continued)		
*30	Make bed pads.	—	2
*31	Make foot supports	—	1
32	Make occupied bed	32/34	2
*33	Make shoulder shawl	—	1
*34	Make waste containers	—	1
*35	Prepare mustard plasters and other poultices.	—	3
*36	Pull baby teeth	—	4
*37	Record amount of fluid consumed.	—	3
*38	Record amount of urine excreted.	—	3
*39	Record frequency, amount, color, and consistency of bowel movements	—	2
*40	Record kinds and amount of food consumed .	—	3
*41	Record nature and amount of sleep and rest	—	2
*42	Record symptoms and complaints	—	1
*43	Replace catheter bags	—	1
*44	Take pulse	—	3
*45	Take temperature by groin and armpit . . .	—	3
46	Take temperature by mouth.	33/35	6
47	Take temperature by rectum	—	4
*48	(C-4) Treat diarrhea	—	5
*49	(C-4) Treat external infections.	—	4
*50	Treat lice	—	1

	Duty/Task	P.O./ Page Number	Stanine Values Time Spent
	CARING FOR SICK, INJURED, AND HANDICAPPED PERSONS AT HOME (continued)		
*51	(C-4) Treat menstrual cramps	—	4
*52	(C-4) Treat nausea and vomiting.	—	5
*53	(C-4) Treat rashes	—	5
*54	Treat stubbed (stumped) toe	—	4
D.	CARING FOR INFANTS		
*01	Attend to crying infant	—	6
02	Tub bathe infant (Bathe infant).	35@/37	5
03	Bottle feed infant	36@/39	5
04	Breast feed infant	37@/41	4
05	Change infant's diaper	38/42	6
06	(D-7) Dress infant (Dress infant for indoors)	39/43	5
07	(D-6) Dress infant for outdoors	—	5
08	Feed solid foods to infant	40/44	5
09	Plan play activities for infant (Plan playtime with infant).	41@/45	5
10	Prepare formula	42/47	5
*11	Put infant to bed	—	5
*12	Sanitize feeding equipment	—	5
13	Sponge bathe infant	43@/48	5
*14	Comb/brush child's hair	—	0
*15	Cut child's hair	—	0

	Duty/Task	P.O./ Page Number	Stanine Values Time Spent
E.	CARING FOR CHILDREN		
01	Organize and guide play activities (Assist child during play time).	44@/50	7
02	(F-15) Assist child in contacting other children for visits.	45/52	6
03	Assist child in decorating home for holidays	46/53	6
04	Assist child in putting play equipment and reading material in proper place . .	45/54	7
05	Assist child with bath	48/55	7
06	Assist child with brushing teeth	49/56	6
07	Assist child with dressing	50/57	6
08	Assist child with eating	51/58	5
09	Assist child with washing hands.	52/59	6
10	Empty and sanitize training chairs	53/60	5
11	Organize play area with child.	54/61	5
12	Play records with child	55/62	6
13	Read books to child	56/63	7
14	Toilet train child	57@/64	5
F.	PROVIDING CHILD GUIDANCE AND DEVELOPMENT		
*01	Allow child to develop own personality . .	—	8
02	Arrange for private education	58/66	5
03	Arrange for public education	59/67	7
04	(F-16) (F-17) Arrange for training (i.e., sports, dance, music, religious)	60/68	6
05	Assist child in choosing friends	61/69	6

	Duty/Task	P.O./ Page Number	Stanine Values Time Spent
	PROVIDING CHILD GUIDANCE AND DEVELOPMENT (continued)		
06	Assist child in developing self-discipline	62@/70	7
*07	Assist child in overcoming problem behavior (i.e., being selfish, rude) . . .	—	8
08	Counsel child concerning emotional changes during adolescence	63@/72	6
09	Discipline child for wrongdoing (Discipline child for intentional wrongdoing.) . . .	64@/74	7
10	Assist child with homework (Help child with homework)	65/76	7
*11	Identify health problems requiring professional attention	—	7
*12	Monitor child's location at all times. . .	—	7
*13	Prepare child for new baby	—	4
14	Prepare to travel with child	66/77	6
15	(E-02) Schedule friend to visit in the home	—	6
16	(F-04) Schedule religious training at home	—	7
17	(F-04) Schedule religious training away from home	—	7
18	Set standards of right and wrong for child	—	8
G.	MANAGING INTERPERSONAL RELATIONSHIPS		
01	(G-5) Counsel family member about specific problems (i.e., dating, job)	67/68	7
02	Hold family meeting	68/79	5
*03	Make funeral arrangements.	—	4

	Duty/Task	P.O./ Page Number	Stanine Values Time Spent
	MANAGING INTERPERSONAL RELATIONSHIPS (continued)		
04	Make wedding arrangements.	69/80	5
*05	(G-1) Mediate family arguments (combined with counsel).	—	6
06	(G-7, 12, 13) Plan family activities . . .	70@/81	8
*07	(G-6) Plan leisure activities	—	7
08	Plan vacation trip	71/83	8
09	Provide privacy for individual family members	72@/84	7
10	Provide sex education for family members	73@/86	6
12	(G-6) Schedule and allocate work to family members	—	8
*13	(G-6) Schedule time for family religious activity	—	9
14	Select reading material for the home (i.e. books, magazines, papers, etc.). .	75/89	9
15	Teach family members to communicate feelings without hurting others)	76/90	8
H.	MAINTAINING HOME SAFETY		
01	(H-2) Apply pesticides	77/91	7
*02	(H-1) Apply pesticides to outdoor play areas (to control ticks, etc.)	—	6
*03	Bait rodents	—	6
04	Dispose of empty hazardous materials containers	78/92	8
05	Equip first aid kit.	79@/93	6
06	Extinguish grease fires	80/96	4

	Duty/Task	P.O./ Page Number	Stanine Values Time Spent
	MAINTAINING HOME SAFETY (continued)		
*07	Install burglar alarm system	—	3
*08	Install fire alarm system	—	3
*09	Install fire extinguisher	—	4
10	Install fire screen	81/97	4
11	Install smoke alarm system	82/98	4
12	Monitor house for electrical hazards . . .	83/99	7
13	Plan escape procedures in case of fire . .	84/100	6
14	Store firearms	85/101	6
15	Store flammable materials (i.e. paint thinner, etc.)	86/102	7
16	Store medications	87/103	9
17	Store pesticides	88/104	7
*18	Store wading pools	—	4
19	Teach family members to swim	89/105	5